



The 107th Annual Meeting of the Association of American Colleges and Universities

REVOLUTIONIZING

HIGHER EDUCATION AFTER COVID-19

FINAL PROGRAM

AAC&U VIRTUAL
ANNUAL MEETING

JANUARY
20-23, 2021

JANUARY 20

Pre-Meeting Symposium
“Higher Education’s
Response to This Moment
of Racial Reckoning”

JANUARY 22-23

12th Annual Forum
on Digital Learning
and ePortfolios



Held in conjunction with the 77th Annual Meeting
of the American Conference of Academic Deans
“Charting the Course in a Rapidly Changing Landscape”



Championing access and equity in **EDUCATION**

Fostering **fairness** and **inclusion** within the graduate community

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- ✓ graduate education should be accessible and attainable to everyone
- ✓ an objective measure is essential in maintaining a qualified and diverse student body and in helping those with fewer resources to be seen among other applicants
- ✓ fairness is key to ensuring that everyone gets the opportunity to succeed

Visit our booth to learn about resources available to you and your students.

WELCOME TO AAC&U'S 2020 ANNUAL MEETING

ABOUT THE ANNUAL MEETING

In this moment of unprecedented transformation and uncertainty, and in the broader context of an urgent need to educate students for democracy, can higher education harness the resilience, creativity, and innovation that have been unleashed by the COVID-19 crisis and emerge from it strengthened? Will the inevitable restructuring and reorganization intentionally prioritize quality, equity, and inclusion?

The 2021 Annual Meeting will bring together campus leaders at all levels and from institutions of all types to explore the most pressing questions now facing higher education, to share effective educational practices and explore new financial models, and to work out what undergraduate education will look like in a post-pandemic future.

YOUR HOSTS

The Association of American Colleges and Universities



AAC&U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1,400 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, faculty, and staff engaged in institutional and curricular planning. Through a broad range of activities, AAC&U reinforces the collective commitment to liberal education at the national, local, and global levels. Its high-quality programs, publications, research, meetings, institutes, public outreach efforts, and campus-based projects help individual institutions ensure that the quality of student learning is central to their work as they evolve to meet new economic and social challenges. Information about AAC&U can be found at www.aacu.org.

The American Conference of Academic Deans



Founded in 1945, the American Conference of Academic Deans (ACAD) is an individual membership organization dedicated to the professional development of academic leaders. ACAD members are current and former deans, provosts, academic vice presidents, associate and assistant deans, and other academic leaders committed to the ideals of a liberal education. Recognizing that academic administrators undertake academic leadership as their “second discipline,” ACAD’s mission is to assist these leaders as they advance in careers dedicated to the ideals of liberal education. Through meetings and workshops relevant to the current and future directions of higher education, ACAD facilitates professional networking across institutional types in order to promote collaboration, innovation, and effective practice. More information can be found on our website at www.acad.org.

SCHEDULE AT A GLANCE

Wednesday, January 20
(all times listed are Eastern)

11:00 am - 3:30 pm
ACAD Annual Deans’ Institute

11:00 am - 1:00 pm
Exhibit Hall Hours

1:00 pm - 4:00 pm
Pre-Meeting Symposium

1:00 pm - 4:00 pm
Pre-Meeting Workshops

4:00 pm - 4:30 pm
Members’ Meeting

5:00 pm - 6:30 pm
Opening Night Forum

6:40 pm - 7:15 pm
Mixology and Jazz Reception

Thursday, January 21

10:00 am - 11:00 am
Big Questions Global Conversation

Morning Roundtables

Exhibit Hall Hours

11:30 pm - 1:00 pm
Opening Plenary

1:30 pm - 2:30 pm
Concurrent Sessions #1

2:30 pm - 4:15 pm
Exhibit Hall Hours

2:45 pm - 3:45pm
Concurrent Sessions #2

3:45 pm - 4:15 pm
AAC&U Newcomers Meeting

4:15 pm - 5:15 pm
Concurrent Sessions #3

5:30 pm - 6:30 pm
Concurrent Sessions #4

6:00 pm - 7:00 pm
Faculty/Administrators of
Color Event

Friday, January 22

10:00 am - 11:00 am
Tackling Contemporary Issues

Networking Conversation

Morning Roundtables

Exhibit Hall Hours

10:30 am - 12:30 pm
1:15 pm - 5:00 pm
Presidents’ Trust Symposium

11:15 am - 12:15 pm
Concurrent Sessions #5

12:15 pm - 12:45 pm
Exhibit Hall Hours

12:45 pm - 1:45 pm
Opening Session - 12th Annual
Forum on Digital Learning and
ePortfolios

12:45 pm - 1:45 pm
Concurrent Sessions #6

2:00 pm - 3:00 pm
ACAD Keynote Event

2:00 pm - 3:00 pm
Forum Concurrent Sessions #1

2:30 pm - 3:30 pm
Exhibit Hall Hours

3:15 pm - 4:15 pm
Concurrent Sessions #7
Forum Concurrent Sessions #2

4:30 pm - 5:30 pm
Concurrent Sessions #8
Forum Concurrent Sessions #3

5:45 pm - 6:45 pm
Closing Plenary

Saturday, January 23

9:45 am - 10:30 am
12th Annual Forum on Digital
Learning and ePortfolios
Morning Plenary

10:45am - 11:30 am
Forum Concurrent Sessions #4

11:45 am - 12:30 pm
Forum Concurrent Sessions #5

12:45 pm - 1:45 pm
12th Annual Forum on Digital
Learning and ePortfolios
Closing Plenary

PROGRAM NOTES

All information listed is current as of January 11, 2021. Program and presenter information is subject to change. Please check the **virtual platform** for updated information.

All times listed in the program are EASTERN.

MEDIA COVERAGE

AAC&U’s 2021 Annual Meeting is open to credentialed members of the media. Please note that comments during sessions, or made in group discussions, may be considered “on the record,” unless requested otherwise. Participants and speakers are welcome to ask whether media are present at a particular session or discussion.

SOCIAL MEDIA

Follow @AACU for meeting updates and contribute to the conversations and discussions using #AACU21.

DOWNLOAD THE MOBILE APP

Be sure to **download the “AAC&U Events” app** (available from the Apple or Google Play app stores) so you can create a personal schedule for the Annual Meeting. The app includes descriptions of all sessions; a listing of speakers – information about our sponsors – easy access to social media discussions and more.

AAC&U thanks Phi Kappa Phi for its sponsorship of the mobile app.

VIRTUAL EXHIBIT HALL

Don’t forget to visit the Exhibit Hall. During the AAC&U Virtual Annual Meeting you can connect with exhibitors almost as if you were there in an actual exhibit hall! The virtual AAC&U Exhibit Hall is an exciting, interactive platform that allows attendees to visit exhibitor booths from the comfort of their own homes. You can video chat, participate in giveaways, and check out the products and services they offer. As you engage with exhibitors inside the Exhibitor Hall, be sure to play the Scan and Win game for a chance to win prizes!

Virtual Exhibit Hall Hours (all times are listed in EASTERN):

Wednesday, January 20 11:00 AM - 1:00 PM ET

Thursday, January 21 10:00 AM - 11:00 AM ET

Thursday, January 21 2:30 PM - 4:15 PM ET

Friday, January 22 10:00 AM - 11:00 AM ET

Friday, January 22 12:15 PM - 12:45 PM ET

Friday, January 22 2:30 PM - 3:30 PM ET

FAQs for the Virtual meeting platform can be found **HERE** and you can contact us at **am@aacu.org**.

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11:00 AM - 3:30 PM

ACAD 10th Annual Deans’ Institute



The Deans’ Institute, sponsored by the American Conference of Academic Deans (ACAD), provides an opportunity for academic administrators to develop their leadership abilities in a supportive environment. It is designed especially for deans, provosts, associate deans and provosts, and other academic leaders above the rank of department head.

The featured opening plenary speaker for the day is **Matt Reed**, vice president for academic affairs, Brookdale Community College. The closing plenary will feature a panel discussion on “Making

a Difference: How Academic Leaders Can Lead Their Institutions toward Racial Justice.” The institute will also include a series of roundtable discussion opportunities on over twelve different topics/themes.

- The goals of the institute are:
- Advancing the leadership abilities of deans and academic administrators
 - Sharing valuable information about the current state of the deanship
 - Providing updates on important developments in the world of higher education
 - Creating networking opportunities

A full institute program can be found by visiting the ACAD website at **www.acad.org**.

1:00 PM - 4:00 PM

PRE-MEETING SYMPOSIUM

Higher Education’s Response to This Moment of Racial Reckoning

As individuals around the world were adjusting to the uncertainty and transformation that has resulted from the COVID-19 crisis, longstanding inequities came to the forefront and prompted a global outcry against racial injustice. People rose up in protest in every US state and in more than sixty countries. While not new, the call for racial justice has taken on a new urgency and is having an impact on institutions of all types—including higher education.

1:00 PM - 1:05 PM

Welcome:

Lynn Pasquerella - President, Association of American Colleges and Universities

1:05 PM - 2:00 PM

Opening Panel: Is Higher Education Meeting This Moment?

PRESENTERS: **Mary Dana Hinton** - President, Hollins University, and Chair, AAC&U Presidents’ Trust; **J. Goosby Smith** - Assistant Provost for Diversity & Inclusion, Associate Professor of Management, and The Citadel’s TRHT Center Director, The Citadel; **Marjorie Hass** - President, Rhodes College; and **Eduardo M. Ochoa** - President, California State University–Monterey Bay

2:05 PM - 2:45 PM

Advancing Racial Equity through Truth, Racial Healing & Transformation (TRHT) Campus Centers

PRESENTERS: **Tia Brown McNair** - Vice President for Diversity, Equity, and Student Success, and Executive Director for the TRHT Campus Centers, Association of American Colleges and Universities; **J. Goosby Smith** - Assistant Provost for Diversity & Inclusion, Associate Professor of Management, and The Citadel’s TRHT Center Director, The Citadel; **Leland S. McGee** - Vice President, Social Justice Matters, Inc.; **Wendy Sherman Heckler** - Provost and Senior Vice President, Otterbein University; **Vaughn Bell**, Reverend, Triumphant Church; **Sharon Stroye** - Director of Public Engagement, School of Public Affairs & Administration, Rutgers University–Newark; and **Kalila Wilson** - Assistant Principal, West Ashley High School

2020 has greatly affected society as a whole. This year has been defined by the COVID-19 pandemic and by the protests and rallies against racism and brutality around the world. As students returned to campuses for their fall semesters, they not only faced the realities of structural racism but are also witnessing the intersectionality of racism and health disparities. While health professionals are doing their part to identify cures and decrease the spread of COVID-19, who is implementing changes to dismantle the deeply held, and often unconscious, belief in the hierarchy of human value that fuels systemic and structural racism? What is the role of higher education in advancing justice and building equitable communities? Truth, Racial Healing & Transformation (TRHT) is a comprehensive national and community-based process to address the historical and contemporary effects of racism and to plan for and bring about transformative and sustainable change. This facilitated discussion will highlight the TRHT Framework and process, including Rx Racial Healing Circles and the institutional and community-focused strategies for eliminating racial inequities. This project was launched with the support of Newman’s Own Foundation, the W.K. Kellogg Foundation, and the Papa John’s Foundation.

2:05 PM - 2:45 PM

Mobilizing Campus Leadership to Support Life-Transformative Education at Scale: Making Well-Being and Equity Mission Imperatives

PRESENTERS: **Paula Johnson** - President, Wellesley College; **Thomas Katsouleas** - President, University of Connecticut; **Rogan Kersh** - Provost, Wake Forest University; **Richard Miller** - President Emeritus, Olin College of Engineering; and **Clayton Spencer** - President, Bates College

The highlighting of systemic racism globally, within the United States, and on college campuses has hastened the imperative for higher education leaders to connect issues of well-being with efforts to support equity, and to connect both more centrally with the core mission of the institution. This session highlights the effort of a coalition of campus presidents and senior leaders to be intentional about bringing life-transformative education (i.e., types of learning experiences and mentoring that research has shown lead to higher well-being and work engagement throughout life) to every student at scale. By moving well-being and equity initiatives from auxiliary services to part of our central mission, higher education success measures shift from a focus on short-term retention and graduation rates to long-term objectives for students to flourish in their lives and careers.

2:55 PM - 3:35 PM

But What about STEM?

PRESENTER: **Kelly Mack** - Vice President for Undergraduate STEM Education and Executive Director of Project Kaleidoscope, Association of American Colleges and Universities

Increasingly, higher education leaders are being challenged to depart from spewing mere rhetoric about achieving inclusive excellence and lean into making the powerful, yet inconvenient, changes that are needed to attract and retain more of our nation’s racially diverse students. However, engaging all academic departments, particularly

STEM departments, in these changes is often challenging and problematic, to say the least. Providing stronger professional development for STEM faculty is essential in reaffirming the value proposition for higher education, which is consistently being called into question. Recently, AAC&U launched My Tenure Trek®, offered exclusively through the Project Kaleidoscope STEM Leadership Institute. This reality simulation is a powerful professional development tool that provides STEM faculty with real-life experiences that mirror the influences of power and privilege in STEM higher education. A distinctive feature of the simulation includes the opportunity for STEM faculty to assume an identity that represents a race/ethnicity, gender, or sexual orientation that is distinctly different from their own. In this session, attendees will explore My Tenure Trek®, learn more about the research AAC&U is conducting to inform STEM faculty professional development programming, and gain a deeper understanding of how professional development for STEM faculty can yield better inclusive excellence outcomes.

2:55 PM - 3:35 PM

Global Learning’s Response to This Moment

PRESENTERS: **Dawn Michele Whitehead** - Vice President of the Office of Global Citizenship for Campus, Community, and Careers, Association of American Colleges and Universities; **Eduardo Contreras** - Assistant Provost for International Education, Diversity, and Inclusion and Adjunct Assistant Professor, University of Portland; **Malaika Marable Serrano** - Vice President, Diversity and Inclusion, WorldStrides Higher Education; and **Joanna Regulska** - Vice Provost and Dean, Global Affairs, Professor of Gender, Sexuality, and Women’s Studies, University of California–Davis

Prompted by the COVID-19 global health pandemic and this moment of racial reckoning, higher education—and the field of global learning—have been pushed to make changes. While institutions have adapted their programs to reflect this time of limited mobility, it is even more important that students connect globally. In this global context, there is an opportunity for great collaboration to ensure global learning experiences make clear connections between local and international realities and address racial equity and decolonization. Global learning leaders have

also engaged with diversity, equity, and inclusion leaders to improve the campus climate for all domestic and international students. This session will address how global learning is changing to address this moment of racial reckoning for local, global, and international experiences.

2:55 PM - 3:35 PM

The Meaning Behind the Measures: What “Counts” as Evidence of Student Success?

PRESENTERS: **Kate Drezek McConnell** - Assistant Vice President for Research and Assessment and Director of the VALUE Institute, Association of American Colleges and Universities; **Jon Boeckenstedt** - Vice Provost for Enrollment Management, Oregon State University; **Javarro Russell** - Senior Director for the MCAT Program, Association of American Medical Colleges; and **Amelia Parnell** - Vice President for Research and Policy NASPA–Student Affairs Administrators in Higher Education

With the Varsity Blues college admissions bribery scandal, the University of California System’s decision to drop the SAT and ACT, the challenges with administering AP exams during COVID-19, and the increasingly loud questioning of the value of a college degree, the way we measure students’ potential, their abilities, and their success matters now more than ever. In this session, panelists will discuss the testing ecosystem of college admissions and all the ways we measure students once they enroll. More importantly, the panelists will address the meaning behind these measures and what needs to change to ensure all students’ successes “count” in our conceptions of quality and equity in undergraduate education.

3:40 PM - 4:00 PM

Open Discussion and Closing Remarks



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—Donalee Attardo
Senior Director, Academic Technology,
University of Minnesota

learn more about Canvas
instructure.com/canvas/higher-education



1:00 PM - 4:00 PM

PRE-MEETING WORKSHOPS

These sessions require pre-registration and participation is limited to 50.

A Parallax View of the Future of Shared Governance

ACAD Workshop

PRESENTERS: **Frank Boyd** - Professor of Political Science, Guilford College; **Pareena Lawrence** - Senior Fellow, Yale University; **Joerg Tiede** - Director of Research, American Association of University Professors; and **John Ottenhoff** - Senior Consultant, Association of Governing Boards

Assistant/Associate Deans: Facilitators of Rapid Change

ACAD Workshop

PRESENTERS: **James Sloat** - Associate Provost and Associate Dean of Faculty, Colby College; **Áslaug Ásgeirsdóttir** - Associate Dean of the Faculty, Bates College; **Nathan Goodale** - Associate Dean of Faculty, Hamilton College; and **Russ Johnson** - Associate Provost for Academic Programs, Colby College

Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Other “Differentisms”

PRESENTER: **Cia Verschelden** - Education Author and Speaker, Bandwidth Recovery, LLC

POD Workshop: PR²ISM: A Pandemic Response to Advancing Equity-Minded Educational Development, Inclusive Excellence, and Social Justice Advocacy

PRESENTERS: **Tam’ra-Kay Francis** - Research Fellow, University of Washington; **Isis Artze-Vega** - Vice President for Academic Affairs, Valencia College; **Ed Taylor** - Vice Provost and Dean of Undergraduate Academic Affairs, University of Washington; **Rickey Hall** - Vice President for Minority Affairs and Diversity, University Diversity Officer, University of Washington; **Carolyn Hodges** - Professor Emerita, German, Department of Modern Foreign Languages and Literatures, Former Chair, Africana Studies Program, Vice Provost and Dean Emerita, Graduate School, University of Tennessee, Knoxville; and **Chadwick Allen** - Associate Vice Provost for Faculty Advancement, University of Washington

4:00 PM - 4:30 PM

AAC&U Members’ Meeting

All participants from AAC&U member institutions are encouraged to participate in the annual Members’ Meeting. The focus of the meeting is a report on association activities, including members’ approval of a slate of appointments for the AAC&U Board of Directors.

5:00 PM - 6:30 PM

OPENING NIGHT FORUM

The Ongoing Fight for Equity in Education

MODERATOR: **Lynn Pasquerella** - President, Association of American Colleges and Universities; PRESENTER: **Jelani Cobb** - Jelani Cobb is a journalist, educator, and diversity speaker who writes about the enormous complexity of race in America as a columnist for the *New Yorker*.

Sponsored by:



6:40 PM - 7:15 PM

In the Mix – A Mixology and Jazz Reception

Looking for a fun way to celebrate the AAC&U Annual Meeting? Join us for a cocktail mixology session and learn how to craft two classic cocktails! Grab the ingredients in advance, be the mixologist of your favorite cocktail while enjoying the smooth jazz by the Simply United Band.

Brought to you by:



10:00 AM - 11:00 AM

“Big Questions” Global Conversation

DISCUSSION LEADER: **Dawn Michele Whitehead** - Vice President of the Office of Global Citizenship for Campus, Community, and Careers, Association of American Colleges and Universities

During this conversation, participants will discuss contemporary issues in higher education that are global in nature. It is critical for all students

to have experience engaging with global perspectives as they explore contemporary problems and issues, and they need to be willing and able to solve those problems in collaborative, interdisciplinary teams. Participants will discuss what these contemporary issues are—from the COVID-19 crisis to global cries for racial and social justice—and consider strategies, tools, activities, and experiences that prepare students to engage in solving these global challenges across disciplines.

** Pre-registration was required to attend this event and is sold out.*

MORNING ROUNDTABLES

We invite participants to join us for a series of informal discussions. We encourage you to rotate among presentations or feel free to focus on one or more.

1. Adaptation of University-Community Engagement Initiatives in the Age of a Global Pandemic

PRESENTERS: **Pamela Young** - Director of Community Engagement and Economic Development; Behzad Mortazavi - Chair and Professor; and **Joan Barth** - Senior Research Scientist, all of University of Alabama

Community-engaged scholarship and learning contribute to student success. This roundtable will focus on how community engagement adapts to challenging times as faculty continue to carry out research and creative activities,

maintain relationships, and incorporate learning opportunities into curricular and cocurricular experiences for students during the pandemic. The presenters will share experiences from across the College of Arts and Sciences at the University of Alabama and practical knowledge from a successful Department of Biological Sciences program to educate the next generation of citizen scientists. As scholarship and learning continue to manifest in the university setting, we will also discuss the ways faculty have transformed and maintained community partnerships to meet ever-changing societal needs in the public and private sectors. Roundtable participants will have the opportunity to share innovations happening at their home institutions and reflect on the potential to contribute to lasting transformation.

2. Authentic Community Engagement Fostering Responsive Strategies

PRESENTER: **Georgianna M. Duarte** - Endowed Professor, Indiana State University

The session focuses on building university-community engagement strategies that are responsive to issues of nutrition, dental care, fire safety, and literacy. The community engagement strategies were developed, transformed, and evolved over a three-year period of time with five distinct community agencies in early childhood education (ECE). The projects were sustained over a three-year period between local Indiana agencies and Indiana State University. These partnerships integrated and coordinated the delivery of educational projects responsive to global and community needs of dental care, family literacy, fire safety, and wellness. A university ECE professor met with the local Head Start program, children’s museum, city fire department, and dental providers to assess community needs and collaboratively design a variety of projects inclusive of students, parents, and children. The service-learning activities were hands-on experiential learning, teacher-student-parent partnerships, focused inquiry, and decision making.

3. Building a Bridge, Building Community: Transfer Seminars at Smaller Private Nonprofit Universities

PRESENTERS: **Sarah A. Kelen** - Vice President for Student Life, and **Travis Jensen** - Assistant Dean of Academic Affairs, both of Nebraska Wesleyan University; and Meredith Goldsmith - Professor of English and Associate Dean, Ursinus College

Transfer students at small private universities may struggle to connect to the institution’s community and its core (general education) curriculum, two of the major identity elements of such institutions. Transfer students’ completion rates at private institutions lag behind those of their peers at public institutions, perhaps because of these two challenges of connection. This roundtable discussion presents case studies from Ursinus

College and Nebraska Wesleyan University, which have sought to address these challenges through devising a transfer seminar to connect transfer students to the institution, its curriculum, its resources, and one another.

4. Decentering Whiteness in Hiring Practices: Why “Valuing Diversity” Is Not Good Enough

PRESENTERS: **Carlos Delgado, IV** - Associate Professor, and **Jessi Johnson** - Full-Time Lecturer, both of University of Southern California

Diversity, equity, and inclusion committees must be in charge of the university’s hiring process. At universities that say they “value diversity” in a job description, hiring practices may include requiring a diversity statement of applicants or appointing a “diversity advocate” to the hiring committee; however, these make diversity into a preference, not a priority. “Valuing” diverse faculty without fundamentally changing the hiring process is “meaningless, though not benign.” Current practices, then, have it backwards: rather than allowing merely for a “diversity advocate” who can be overruled or outvoted, the entire hiring process should be given over to those for whom inequality has not been recently “revealed.” This is not a complex solution, yet it will receive pushback centered in fear and anti-Blackness.

5. Engaging Voices to Make Hard Choices: The Place of Liberal Arts in Program Prioritization

PRESENTERS: **Thomson Ling** - Associate Dean; **Ellina Chernobilsky** - Professor of Education, Acting Vice President for Academic Affairs; and **Nan Childress Orchard** - Professor of Music, all of Caldwell University

Institutions of higher education are often faced with budget crises, and COVID-19 has exacerbated these issues. As a result, institutions will need to make hard decisions about resource allocation. When determining how to allocate funds, schools are often faced with a variety of different perspectives from many stakeholders. It has been argued that a liberal arts education

should be prioritized as institutions rethink their offerings in the post-COVID higher education landscape, but program prioritization does not always capture the rich value of liberal arts programs. Consequently, understanding how to engage in program prioritization in a way that reflects the liberal arts is crucial. This session will provide guidance on how institutions can strike the balance between data and human wisdom. Participants will use various levels of data as a foundation to elicit diverse voices. Additionally, participants will learn to engage stakeholders, ask questions, and make decisions.

6. Inclusive Teaching during the Time of COVID-19 and Calls for Racial Equity

PRESENTERS: **Tracie Addy** - Associate Dean of Teaching and Learning, and **Khadijah Mitchell**, both of Lafayette College; and **Derek Dube** - Associate Professor of Biology, University of Saint Joseph

Inclusion challenges in higher education resulting from the impacts of COVID-19 and racial injustice are quite significant. We wrote the forthcoming book, *What Inclusive Instructors Do*, to provide a resource for faculty and administrators who are educating or making policies for students during these unprecedented times and beyond. The book is grounded in evidence-based teaching practices and the voices of instructors who participated in a national study on inclusive teaching. During the session, we will facilitate discussions around the major chapters of the book to provide participants with the opportunity to discuss the challenges of inclusive teaching during this time of COVID-19 and calls for racial justice, as well as brainstorm solutions. After the session, we will synthesize the information gathered to generate a collaborative resource that will be sent to all participants to share with their institutions or networks to advance change.

7. Informed by Data and Verified by Data: Effective Faculty Support during the COVID-19 Pandemic

PRESENTERS: **Su Swarat** - Associate Vice President for Institutional Effectiveness; **Kristin Stang** - Assistant Vice President; and **Afshin Karimi** - Senior Research Associate, all of California State University-Fullerton

California State University-Fullerton adapted swiftly to the COVID-19 challenges through proactively providing professional development and support to ensure quality teaching and learning and continued student success. This session describes the strategies used to minimize disruption to teaching and learning and evidence to demonstrate the effectiveness of these strategies. Detailed information about the institutional decisions made, lessons learned, and evidence collected will be shared. Participants will be encouraged to share their effective strategies in order to collectively develop a repertoire of best practices to promote student success post-COVID-19.

8. Leveraging Professional Learning and Collective Action to Move Equity Forward

PRESENTERS: **Bridget Parsh** - Professor; Lynn M. Tashiro - Director for the Center for Teaching and Learning; **Tina M. Jordan** - Assistant Vice President; and **Jazmin Campos**, all of California State University-Sacramento

Discussion in this session will be facilitated with three integrated presentations that use experiential learning and developmental models to build practical intercultural communication skills and develop reflective practice. First, participants will engage in cultural competence training activities for student leaders. Discussion will focus on how these activities simultaneously build skills for a collective group of faculty and staff program directors in addition to student leaders. Next, the session will examine case studies of course-, program-, and institution-level structural inequities using Bennett's (2004) intercultural sensitivity model, Deardorff's (2006) intercultural competence framework, and the AAC&U VALUE rubrics. Discussion will include how evidence and data are used to

inform these case studies. Finally, participants will be introduced to a technology-empowered professional community of inquiry (PCI) on "Equity, Inclusion, Power, and Privilege" that can be deployed by any university learning management system. Participants will design a customized PCI that aligns with the landscape and opportunities of their institution.

9. Promoting Democracy and Civic Engagement during a Pandemic and Upheaval

PRESENTERS: **William Flores** - Director, Master of Nonprofit Management Program, University of Houston-Downtown; **Katrina S. Rogers** - President, Fielding Graduate University; **Jonathan Alger** - President, James Madison University; and **Abraham Goldberg** - Executive Director, JMU Civic and Associate Professor of Political Science, James Madison University

The panel presents findings from their book, *Democracy, Civic Engagement, and Citizenship in Higher Education-Reclaiming Our Civic Purpose*, as well as what colleges and universities are doing to promote civic engagement during the pandemic.

10. Responding to the Current Crises with Longer-Term Teaching and Learning Strategies

PRESENTERS: **Noah Coburn** - Associate Dean for Curriculum and Pedagogy, Bennington College; **James Hall** - Dean, University Studies, Rochester Institute of Technology; **Laura Wenk** - Professor of Cognition and Education, Hampshire College; **Tim Seiber**, University of Redlands; and **Erin M. Lotz** - Dean of On-Campus Programs, Prescott College

During the current crisis, there is a tendency to respond quickly to short-term issues, but to what extent, by thinking collaboratively, can schools work to make sure that their pedagogical responses also have significant longer-term impacts? This roundtable reviews a collaborative process by schools in the Consortium for Innovative Environments in Learning, including Prescott College, the Johnston Center at the University of Redlands, RIT's School of Individualized Study, Hampshire College, and Bennington College, to

support equity and relational pedagogies through strategic short-term decisions that are aimed at having longer-term impacts.

11. Teaching about and amid Disaster: COVID-19 Lessons and Implications

PRESENTERS: **Tasneem Amatullah** - Assistant Professor, Emirates College for Advanced Education; **Louise Michelle Vital** - Assistant Professor, Lesley University; and **Mahauganee Shaw Bonds**, Buoyant Consulting, LLC

This roundtable discussion will include perspectives from three scholars on the COVID-19 pandemic and its implications for teaching and learning in a higher education context. Drawing from their own experiences as educators in the midst of the crisis, the presenters will share how they responded to and made sense of the pandemic in real time while working with students and colleagues who themselves were making meaning of the world-wide event. Through engagement via small and large groups, this interactive roundtable will include discussion prompts to facilitate critical and meaningful dialogue with attendees. Outcomes include lessons learned and promising practices for retaining equitable teaching practices and critical student support despite crisis. Participants will receive a handout with discussion prompts and a bibliography of literature on crisis management, leadership, public policy, and teaching and learning so that they can continue the conversation with stakeholders beyond the conference.

12. The Impact of COVID-19 on Shaping Spaces for Learning

PRESENTERS: **Pamela E. Scott Johnson** - Dean, College of Natural and Social Sciences, California State University-Los Angeles; **Robert A. Kolvoord** - Professor and Dean, James Madison University; **Susan R. Singer** - Vice President for Academic Affairs and Provost, Rollins College; and **Jeanne L. Narum** - Principal, Learning Spaces Collaboratory

Presented by the Learning Spaces Collaboratory (LSC), this interactive session focuses on the impact of COVID-19 as spaces for learning are planned, repurposed, and assessed. The

pandemic changed more than our use of space, changing questions asked as campuses wrestle with where and how students experience learning. This session begins with an overview of a report from an informal LSC task force of academics and architects which began gathering such questions in 2020. Some questions that emerged: Can the historical sense of an agora be captured in virtual learning spaces? And can this challenge also be an opportunity to focus as a community on issues such as equity and inclusion? Facilitated table discussions follow, including the opportunity to share personal experiences and comments on the LSC report. Table groups will prepare and present a single “take-home” question.

13. The Influence of Faculty on Marginalized Student Participation in High-Impact Practices

PRESENTERS: **Kyle T. Fassett** - Project Associate, and **Allison BrckaLorenz** - Associate Research Scientist, both of Indiana University Bloomington; and **Thomas Nelson Laird** - Professor and Director, Indiana University Center for Postsecondary Research

As creators and facilitators of high-impact practices, understanding how faculty promote or inhibit student participation is integral in continuing to equitably promote the benefits of these practices. Data from the National Survey of Student Engagement (NSSE), paired with data from the Faculty Survey of Student Engagement (FSSE), show differences in faculty participation in high-impact practices, the importance faculty place on student participation, and how these factors impact student participation. We will share findings from eighty-three diverse institutions to start a conversation about the faculty labor associated with high-impact practices and ways to increase equity in student participation in high-impact practices.

14. Transformation to an Equity-Based General Education Program through Backward Design and Institutional Commitment

PRESENTERS: **Janelle Gilbert** - Associate Professor, Psychology, and **Clare Weber**, Deputy Provost and Vice Provost Academic Programs, both of California State University-San Bernardino

General education (GE) programs can lack coherency and integration for students, creating inconsistent student experiences. Equity-based approaches require consistent quality experiences for all students. This discussion will demonstrate a full GE transformation project using student learning outcomes as the tools for equity-based program design. This presentation will include both faculty and administration perspectives and roles in the redesign of GE.

15. Virtually Preparing Students for Careers after College during COVID-19

PRESENTERS: **Lindsay Laguna** - Assistant Director of Career Education Services; **Kate Rettstadt** - Assistant Director, Employer Relations; and **Clare Feiner** - Associate Director, Career Coaching & Programming, all of Simmons University

The rapid spread of the COVID-19 pandemic forced Simmons University students to evacuate campus before the end of the 2020 spring semester. Students graduating were faced with the daunting prospect of finding employment in the midst of a recession while navigating a new virtual environment and being forced to reevaluate job offers or post-graduation plans. Despite this chaos, the Simmons Career Education Center united to provide 2020 graduates with the six-week career boot camp titled Life After Simmons. This dynamic course was a combination of live Zoom sessions, asynchronous Moodle course modules, and a virtual alumnae/i panel to provide students with additional post-graduation career support. This session outlines the steps taken to quickly create Life After Simmons, the response to student needs, the lessons learned along the way, and the ways this boot camp can

be replicated and adapted to other campuses in the future.

16. What Emotions Are Faculty Experiencing during the COVID-19 Pandemic? Exploring Emotions and Emotional Regulation When Teaching Online

PRESENTERS: **Sapna Thapa** - Associate Professor, University of Wisconsin System; and **Ajitha Kumaran** - University of Wisconsin-Stout

Online environments have been noted to present many challenges for new and old faculty, especially when there are many virtual teaching platforms and different ways to navigate them. In this presentation, we will showcase the challenges and the emotional experiences of faculty in higher education during the pandemic and when teaching online and share how these affected the regulation of emotions.

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William Craft - President, Concordia College, and Chair, AAC&U Board of Directors; **Michael Wanous** - Provost and Vice President for Academic Affairs, Northern State University and Chair, ACAD Board of Directors

Presentation of the Frederic W. Ness Book Award

Presented to **Jennifer Morton** for *Moving Up without Losing Your Way, The Ethical Costs of Upward Mobility*

Introduction of Recipients of the K. Patricia Cross Future Leaders Award

Terri Dunbar - Engineering Psychology, Georgia Institute of Technology; **Eliaquin Gonell** - Education Leadership and Policy Studies, University of Vermont; **Devon Isaacs** - Clinical/Counseling Psychology, Utah State University; **Megan Massa** - Neuroscience, University of California, Los Angeles; **Kristen Nelson** - Sociology, University of California, Berkeley; **Rachel Perez-Udell** - Plant Biology, University of Georgia; **Tatiane Russo-Tait** - STEM Education, University of Texas at Austin; **Meshell Sturgis** - Communication, University of Washington; **Ashleen Williams** - History, University of Mississippi

1:30 PM - 2:30 PM

CONCURRENT SESSIONS 1

The Landscape of Learning: Findings from Five Years of AAC&U’s Nationwide VALUE Scoring Initiative

PRESENTERS: **Kate Drezek McConnell** - Assistant Vice President for Research and Assessment and Director of the VALUE Institute, Association of American Colleges and Universities; **Denton DeSotel** - Senior Research Advisor, Hanover Research; and **Terrel Rhodes** - Vice

Featured Panel: Sparking the Revolution: Catalyzing Change in Higher Education

MODERATOR: **Lynn Pasquerella** - President, Association of American Colleges and Universities
PANELISTS: **Frank Bruni** - Op-Ed Columnist, *New York Times*; **Cathy Davidson** - Distinguished Professor in the English department at the Graduate Center; Founder and Director, Futures Initiative, City University of New York; and **Earl Lewis** - Thomas C. Holt Distinguished University Professor of History, Afroamerican and African Studies and Public Policy, Director of the Center for Social Solutions, University of Michigan

Sponsored by:



President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE, Association of American Colleges and Universities

In anticipation of the spring release of the inaugural *Landscape of Learning* report, this session will explore findings from five years of VALUE rubric scoring (2014-19) and take an in-depth look at the current landscape of learning, focusing on the quality of learning within the undergraduate curriculum and the equitable learning outcomes among various student segments.

Relationship-Rich Education: How Human Connections in College Drive New Majority Students to Succeed and Thrive

PRESENTERS: **Leo Lambert** - Professor and President Emeritus, Elon University; **Isis Artze-Vega** - Vice President for Academic Affairs, Valencia College; **Adriana Aldana** - Assistant Professor, California State University-Dominguez Hills; **Peter Felten** - Executive Director, Center for Engaged Learning, Elon University; and **Ed Taylor**, University of Washington

More than four decades of research confirm that positive human relationships are key to a successful undergraduate experience—helping students feel welcomed, inspiring deep learning, fostering success during and after college, and examining big questions of meaning and purpose. At this historic moment, higher education is being reshaped by two fundamental changes. First, student demographics are shifting to include more students who are first-generation, people of color, and part-time, composing a rising new majority demanding systemic change. Second, COVID-19 represents an existential threat to many higher education institutions, forcing them to reexamine their most basic priorities and assumptions, including the very nature of the classroom experience. These shifts prompt an urgent question: How can we re-center undergraduate education around human relationships, both to better serve the students we have before us and to ensure that our institutions can thrive by focusing on what matters most?

Creating Opportunity from Crisis: How Miami Dade College Used the Pandemic Response to Strengthen Faculty Development and the Teaching and Learning Process

PRESENTERS: **Julie Alexander** - Vice Provost for Academic Affairs, and **Beatriz Gonzalez** - President, Wolfson Campus, both of Miami Dade College

As was the case with other postsecondary institutions across the nation, Miami Dade College had to quickly pivot to remote learning during spring 2020. Over 2,500 full-time and adjunct faculty transitioned over 4,000 course sections to a remote format. Administrators from Miami Dade College will share with participants the various strategies used to effectuate this shift. Strategies that will be discussed include engagement of faculty leadership; engagement of academic and student affairs leadership (system-wide and campus-based); adjustment of typical protocols, including the academic calendar; faculty and staff professional development; varied instructional design supports; and ramping up the use of technology for both business and educational processes.

Reopening: Systematic Approaches to Mitigation Measures

Lingnan Global Forum

PRESENTERS: **Gang Chen** - Associate Dean, Lingnan (University) College, SYSU; **Josep Franch**, Dean, ESADE Business School; and **Saonee Sarker** - Senior Associate Dean, McIntire School of Commerce, University of Virginia

In this session, invited speakers will introduce measures enacted at various institutions to mitigate the impact of COVID-19 as they move toward reopening. Due to socioeconomic and cultural differences, implemented practices differ from one institution to another, and sharing lessons learned will be invaluable for identifying best practices. Speakers will share practices and discuss approaches to cope with the health crisis, which has shut down schools and workplaces and put millions of people at health and financial risk. In learning the lessons and drawing inspiration from peers in different countries, higher education institutions around the world can do a better job as they take cautious steps toward reopening after COVID, with the best interests of all stakeholders in mind. What precaution measures is your institution taking on a daily basis to mitigate the risks of COVID during the course of reopening? Could you share with us any distinctive mechanisms your school has innovated to weather such challenging times? What lessons have you drawn from other institutions?



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THURSDAY, JANUARY 21

Supporting STEM Student Self-Efficacy During a Pandemic: Writing Helps Build Student Resilience

PRESENTERS: **Eileen Camfield** - Senior Teaching Professor and CETL Faculty Associate for Writing and Pedagogy, University of California-Merced; **NaTasha Schiller** - Assistant Professor, Wingate University; and **Kirkwood Land**, Professor of Biological Sciences, University of the Pacific

What happens when a global pandemic hits during a longitudinal study of STEM student success? Researchers can unearth rich information about student resilience! By sharing data from two demographically different institutions, the presenters will illustrate the aspects of student self-efficacy that were most undercut by the shift to emergency remote instruction. Our study balanced cognitive and social interventions designed to improve student engagement and persistence in introductory biology, showing self-efficacy is highly malleable. We also demonstrated the ways narrative writing can reveal "invisible" threats to students' perceptions of their capacity to succeed. In this presentation, we will show how writing activated student success/agency and provided feedback to instructors. This proved crucial to recovering emerging self-efficacy that was damaged by anxiety associated with the pandemic and the isolation engendered by remote instruction. Participants will be invited to discuss our findings, ask questions, and share other techniques that promoted student flourishing.

Diversifying the Faculty: Pathways toward Equity and Engagement, a Massachusetts Initiative

PRESENTERS: **Cindy Vincent** - Associate Professor, Salem State University; **Cynthia Lynch** - Executive Director, Center for Civic Engagement and Frederick E. Berry Institute of Politics, Salem State University; **John Reiff** - Director of Civic Learning and Engagement, MA Department of Higher Education; **Asher Jackson**, Fitchburg State University; and **Christina Santana** - Assistant Professor of English and Writing Center Director, Worcester State University

This session discusses the Diversifying the Faculty: Pathways Toward Equity initiative that aims to attract and retain a diverse professoriate by broadening faculty tenure and promotion support systems. Research demonstrates that faculty of color, women faculty, and women faculty of color are more likely to participate in community-engaged scholarship and teaching, but this work is not appropriately valued in tenure and promotion evaluations. This multi-campus project addresses this gap by building an Equity and Engagement Consortium and promoting change within the tenure and promotion system, which is essential to retaining a diverse faculty.

Supporting Students and Schools through Turbulent Times

PRESENTER: **Matthew Bashi-Kadlubowski**

Staying true to its nonprofit mission of advancing quality and equity in education, just six weeks after COVID began shuttering test centers, the GRE General Test's delivery model was turned on its head to enable prospective students around the world to take the same valid and reliable test that institutions and programs trust from the safety of their homes. Learn about this advancement, as well as other student services, including free test prep and test discounts for students with financial need, and free services for advisors and educators, including full-day test prep workshops and online grab-and-go teaching modules.

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Framing Student Success as Education That Helps Students Discern Their Purpose and Achieve the Good Life

PRESENTERS: **Charles Blaich** - Director, Center of Inquiry and Higher Education Data Sharing Consortium (HEDS), Wabash College; **Frank Boyd** - Professor of Political Science, Guilford College; **Kathryn Shields** - Associate Academic Dean, Guilford College; **Daniel Youd** - Professor, Beloit College; and **Kathleen Wise** - Associate Director, Center of Inquiry and the Higher Education Data Sharing Consortium (HEDS), Wabash College

This panel engages participants in a discussion of how students define their life goals and how institutions can support that process during students’ four years in college. The session will be led by presenters from two institutions, Beloit College and Guilford College, and the Higher Education Data Sharing Consortium (HEDS). The HEDS Student Success Project helps institutions better connect programs focused on promoting retention and graduation with students’ vision of a successful life. Over the past two years, HEDS has interviewed college students across the country to learn more about how they define a successful life and how they hope college will help them achieve this vision of success. Beloit College and Guilford College have each implemented innovative programs that speak to these findings. Both institutions have designed programs that provide the guidance and scaffolding needed as students define and revise their notions of success.

Transforming Online Learning Tools through the Arts: A Transdisciplinary Charette

This is a Seminar session and participation is limited on a first-come basis.

PRESENTERS: **Yvonne Houy** - Learning Technologist for the College of Fine Arts; and **Julian Kilker** - Associate Professor of Emerging Technologies, Greenspun School of Journalism and Media Studies, both of the University of Nevada–Las Vegas

When institutions moved online in response to COVID-19, faculty in the performing and studio arts continued to engage learners even in “impossible-to-put-online” courses. This interdisciplinary charrette explores how the arts can shape online learning and teaching tools, a crucial transformative step toward more engaging, even delightful, learning and teaching experiences. This session will be facilitated by research scholars and faculty members of the UNLV College of Fine Arts (comprising architecture, art/graphic design, film, music, dance, theater, and entertainment engineering design) with active participation by the audience.

Transforming the Culture: Addressing Issues of Equity in Faculty Professional Development

PRESENTERS: **Kirsten Fleming** - Associate Vice President, California State University–Long Beach; **Kimberly Costino** - California State University–Dominguez Hills; **Carol Hood** - Professor, California State University–Sacramento; and **Nika Hogan** - Lead Developer, California Community College Success Network (3CSN)

Faculty-student interaction has been identified as the most significant factor in fostering student success, especially for students who have been historically marginalized and underrepresented in the STEM fields in particular, and in universities more generally. In the classroom setting, research highlights the importance of culturally responsive, student-centered instruction on student success. Yet many STEM faculty members have no formal education in, or experience with, culturally responsive, student-centered teaching. We will describe the process taken to create a sustained professional development program—an identity-based community of practice with faculty learning communities at its core—for STEM faculty members at CSU San Bernardino that focused on having them implement equity-minded evidence-based teaching practices. We will further describe how this program expanded to include audiences outside of STEM, topics beyond teaching and learning (such as leadership development), and to CSU Dominguez Hills, CSU Long Beach, and the community college system.

White Responsibility in Anti-Racism Work on Campus: The Vital Role of Social-Emotional Stamina

This is a Seminar session and participation is limited on a first-come basis

PRESENTERS: **Deborah Donahue-Keegan** - Lecturer and Director; **Silas Pinto** - Senior Lecturer and Director, School of Psychology Program; **Sherri Sklarwitz** - Director of Programs, Tisch College of Civic Life; and **Brianda Hernandez** - Tisch Scholar Program Administrator, all of Tufts University

To effectively address the complex challenges and dilemmas that come with rigorously fostering inclusive excellence in predominantly White institutions (PWI) of higher education—in curricular as well as extracurricular domains—it is crucial for administrators, faculty, and staff to develop social-emotional stamina. This is especially so in the aftermath of COVID-19, a global pandemic shaped by institutional racism. During this seminar session, participants will be introduced to a racial literacy framework, explore why developing social-emotional stamina is vital to ongoing antiracism work, and learn how mindfulness is an evidence-based pathway to building such resilience and countering White fragility. We will also explore the nonlinear, continuous process of cultivating allyship. Throughout the session, we will describe ways that the presenters’ home institution is supporting use of this racial literacy framework and “White responsibility in anti-racism” sessions as part of a university-wide effort to pursue racial justice.

Imagining Digital Praxis: Ethical Global Partnerships, Community Engagement, and Critical Dialogue in the Era of COVID-19

PRESENTERS: **Alex Knott** - Codirector, Omprakash; **Lisa Kaul** - Director of Community Engaged Learning, Vassar College; **Scott Lamer** - Associate Director of Global Experiences, Colby College; **Erin Sabato** - Director of International Service and Learning, Quinnipiac University; **Latika Young** - Director, Center for Undergraduate Research and Academic Engagement, Florida State University

This session presents case studies from several universities that have used innovative digital learning technology to adapt pedagogy and programming in response to COVID-19. The session draws upon the work of Omprakash (www.omprakash.org), a nonprofit that partners with universities to help radically transform local and global community engagement programs to increase students’ critical reflection and dialogue around key questions of power, privilege, and positionality. Panelists highlight the Community-Engaged Learning program at Vassar College, DavisConnects global learning at Colby College, the Widening Circles program at Quinnipiac University, and the Global Scholars program at Florida State University. Students across these programs engage in online internships, community-based research and digital storytelling projects, and campus-wide conversations about equity, identity, inclusion, and privilege. What underpins these diverse programs is a commitment to critical reflection and decolonization through consciousness-raising—and a vision for digital pedagogy which is rooted in Freirean praxis.

Privileging Student Experience to Achieve Equity

PRESENTERS: **Mary Murphy** - Associate Vice Provost of Diversity and Inclusion and Herman B. Wells Professor of Psychological and Brain Sciences, Indiana University Bloomington; **Kathryn Boucher** - Assistant Professor of Psychology, University of Indianapolis; **John Smail** - University of North Carolina at Charlotte; **Denise Bartell** - Associate Vice Provost for Student Success, University of Toledo; and **Jennifer Danek** - Senior Director, Coalition of Urban Serving Universities/Association of Public and Land-Grant Universities

Research on learning mindsets—such as belonging, identity safety, and growth mindset—is generating excitement among leaders seeking to improve student success and equity. But how do we apply this scholarship to change, particularly as students face unprecedented strain and disruption to learning? During this session, you will hear from leading scholars and campuses engaged with the Student Experience Project, a national network seeking to increase equity in college success by transforming the student experience. Campus leaders will share ways they are exploring and testing changes to support equity in students' experience—whether by campus communications, early alerts, messages in syllabi, or classroom-based interventions delivered virtually or in-person. Participants will be engaged in a dialogue and practice using innovative tools that can support their own work to create equitable learning environments.

Revitalizing a Culture Focused on Student Learning: A Fireside Chat with Santa Clara University

Presenters: **Eileen Elrod** - Professor of English and Associate Provost for Faculty Development, and **Christelle Sabatier** - Neuroscience Program Director and Senior Lecturer in Biology, College of Arts and Sciences, both of Santa Clara University; and **Kim Middleton** - Academic Director, Association of College and University Educators

In this virtual fireside chat, learn from Santa Clara University's Eileen Elrod and Christelle Sabatier how the institution realized better student learning outcomes and faculty confidence through revitalizing a culture of instructional excellence. The institutional leaders will share insights about the impact of a culture shift that began a couple of years ago with an investment in faculty professional development—and the faculty learning community that has developed during the recent months.

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Will You Be Ready to Lead? The Importance of Professional Leadership Development during Changing Times

ACAD Session

PRESENTERS: **Raymonda Burgman** - Director of Programs and Research, Higher Education Resource Services (HERS); **Pamela E. Scott Johnson** - Dean, College of Natural and Social Sciences, California State University-Los Angeles; **Vanessa Kahen Johnson** - Interim Dean of the Graduate School, West Chester University of Pennsylvania; and **Jessica L. Lavariega Monforti** - Dean, College of Arts and Sciences, California Lutheran University

It has been easy to go into survival mode during the Coronavirus crisis. However, crisis mode is not sustainable. The panel of leaders will discuss how they manage decision making as well as solicit best practices from session attendees about the importance of leadership development, especially in changing and challenging times.



Inclusion, Online Teaching, and Improving Higher Ed

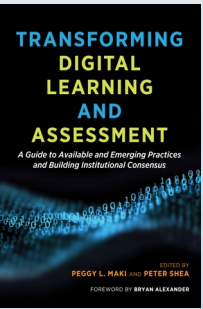
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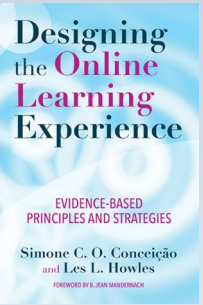
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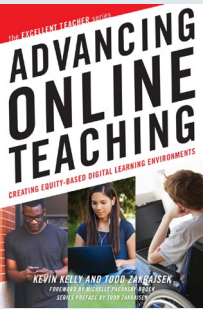
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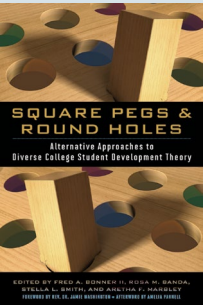
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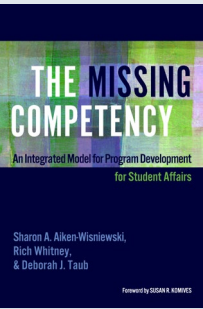
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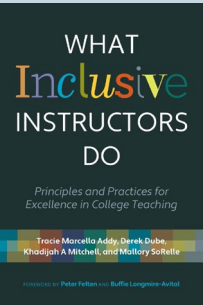
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CONCURRENT SESSIONS 2

Boyer Award

The Empowered University:
Shared Leadership, Culture
Change, and Inclusive Excellence

PRESENTERS: **Troy Hammond** - President, North Central College; and **Sean Creighton**, President, NACU;
KEYNOTE SPEAKER: **Freeman Hrabowski** - President, University of Maryland Baltimore County

Freeman Hrabowski, President of the University of Maryland Baltimore County (UMBC), leads a campus widely recognized for its culture of embracing academic innovation and inclusive excellence. This culture has produced a

number of distinctive initiatives to support and enhance teaching and learning—from infusing entrepreneurship and civic engagement into the curriculum to establishing an academic innovation fund to support faculty as they redesign courses and develop new approaches to help students succeed. Dr. Hrabowski will discuss some of these innovative initiatives in light of the challenges of the current period, focusing special attention on the important role universities must play in preparing the next generation of leaders. The Boyer Award recognizes individuals who are making significant contributions to American higher education, especially in efforts that advance education and scholarship as a service to Society.

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And Now a Word from Our
Employers: Findings from
AAC&U’s 2020 Employer Survey

PRESENTERS: **Kate Drezek McConnell** - Assistant Vice President for Research and Assessment and Director of the VALUE Institute; **Ashley Finley** - Senior Advisor to the President and Vice President of Strategic Planning and Partnerships; and **C. Edward Watson** - CIO and Associate Vice President for Quality, Pedagogy, and LEAP Initiatives, all of Association of American Colleges and Universities

Findings from the latest in AAC&U’s ongoing series of employer surveys focus on the educational practices employers value most, the breadth of skills and the specific learning outcomes that employers say contribute to initial and longer-term career success, and the growing relevance of inter- and intrapersonal skill development as a component of workforce preparation.

Exploring Gen Ed for Gen X, Y,
and Z

PRESENTERS: **Helen Chen** - Research Scientist, Designing Education Lab, Stanford University; **Amelia Parnell** - Vice President for Research and Policy, NASPA–Student Affairs Administrators in Higher Education; and **Terrel Rhodes** - Vice President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE, Association of American Colleges and Universities

COVID-19 has drastically influenced and perhaps irreversibly altered the political, economic, and social landscape of our country and our world. Generational differences are frequently raised in many of today’s news headlines. From concerns about the economic and employment challenges facing Gen Z to recognition of their racial and ethnic diversity, educational attainment, and—similar to millennials—more progressive points of view. How can a generational lens help educators design a general education program that takes into account the different approaches and preferences for learning used by different generations over time? This session will explore how the General Education Maps and Markers (GEMS) principles can be used as touchpoints

to interweave multiple generational experiences and perspectives in order to find innovative ways to meet the needs, address the gaps, and create meaningful opportunities in general education reform for today’s learners.

From Triage to Triumph:
How Teaching and Learning
Centers at Public Liberal Arts
Colleges Supported the Shift to
Remote Instruction and Beyond

PRESENTERS: **Cole Woodcox** - Executive Director, Council of Public Liberal Arts Colleges (COPLAC); **Beverly Schneller** - Vice Provost, Academic Affairs, Kentucky State University; **Jim Berger** - Director, Georgia College & State University; **Justin Lipp** - Director, Center for Teaching & Educational Technology, Sonoma State University; **Melissa Himelein** - Dean of Social Sciences, University of North Carolina at Asheville; **Dana Vazzana** - Professor of Mathematics, Truman State University; and **Laura Renninger** - Dean of the Ruth Scarborough Library and Center for Teaching and Learning, Shepherd University

This interactive panel of six member institutions of the Council for Public Liberal Arts Colleges (COPLAC) features innovative approaches to helping faculty and students be successful with distance learning. These efforts are critical to us—small- to medium-sized colleges with public missions, residential in character, and often rurally located with limited prior experience with online learning—as we seek to achieve desired learning outcomes, fiscal stability, and graduation rates. Our presentation focuses on helping faculty reach out to their students, engage in active learning approaches and compassionate teaching, marshal available technology, and redesign classroom activities for a new online environment. We discuss what our centers did, what challenges we overcame, what surprises we discovered, and what benefits we gained. We will also look to the future and examine how these experiences shape plans for continuing our work with the liberal arts, equity, diversity, and inclusion in addition to connecting students and faculty during these dynamic times.

The Transfer Experience:
Creating a More Equitable and
Successful Postsecondary System

PRESENTERS: **John Gardner** - CEO and Board Chair, John N. Gardner Institute for Excellence in Undergraduate Education; **Michael Rosenberg** - Director of Planning, Penn State; and **Andrew Koch** - President and Chief Operating Officer, Gardner Institute for Excellence in Undergraduate Education

For most students, the transfer experience in US higher education does not work very well. And this was demonstrably the case before COVID. Now more than ever, the current inequitable and outmoded system begs for being revolutionized! This session will present a synthesis of the best thinking of fifty-three higher education leaders, scholars, researchers, and transfer professionals compiled in a just-published Stylus book, The Transfer Experience: A Handbook for Creating a More Equitable and Successful Postsecondary System. A new construct for understanding the transfer challenge and what must be done to improve it will be presented and vigorously debated.

What’s Next? New Approaches for
Higher Education Collaboration
in a Post-COVID World

Lingnan Global Forum

PRESENTERS: **Jun Lu** – Dean, Lingnan (University) College, SYSU; and **Bodo Schlegelmilch** - Chair, Institute for International Marketing Management; Chair of Association of MBAs and Business Graduates Association, Vienna University of Economics and Business

COVID-19 has wreaked havoc on international cooperation among higher education institutions. Global economic recession, international travel and visa restrictions, and turbulent international relations have all added layers of uncertainty and difficulty to international exchanges and cooperation. Against all odds, institutions around the world have innovated new methods and models, such as video-conferencing platforms, online meetings and forums, and webinars—all to continue their institutional mandates to explore, develop, and nourish international collaborations.

Through all this turbulence, one thing is certain—international collaborations among higher education institutions will not be the same as we brace for a brand new world after the pandemic. How has COVID-19 impacted international collaborations at your institution? What is your current approach to exploring and maintaining international cooperation initiatives under these circumstances? How do you see the prospects of international collaborations after the pandemic?



Teaching and Supporting
Disciplinary Learning at
Liberal Arts Colleges amid the
COVID-19 Pandemic

PRESENTERS: **Jessica Michel** - Postdoctoral Research Fellow, University of Michigan; **Vicki Baker** - Professor, Albion College; Catherine Barber - Associate Professor, University of St. Thomas; **Kimberlee Mix** - Associate Professor of Biological Sciences, Loyola University of New Orleans; **Jessica Parr**, Assistant Professor of History, Simmons University; and **Janet McCollum** - Director, QEP and Core Assessment, University of St. Thomas-Houston

Liberal arts colleges are known for incubating high-impact practices such as living-learning communities, undergraduate research, service/ community-based learning, and first-year seminars. Defined by their residential living-learning environment, small class sizes, close faculty-student relationships, and focus on developing habits of heart and mind in their enrolled students, liberal arts colleges offer a distinctive educational experience that contributes to the diversity of US higher education. In the context of the COVID-19 pandemic, how can faculty maintain the integrity of a liberal arts education while teaching online? In response, this session will showcase exemplary cases of teaching remotely across four liberal arts colleges during the pandemic. Contributing presenters are experts on teaching within their disciplinary fields (such as biology, education, history, and management) in liberal arts settings. Taken together, this cadre of interdisciplinary scholars contributes insight into teaching students across the gamut of higher education curricula in a liberal arts setting.

Liberal Education by Design:
Cultivating Physical Spaces to
Prepare Students for Life, Work,
Innovation, and Active Citizenship

PRESENTERS: **Melissa Burns** - Senior Planner, Higher Education, Principal, EYP Architecture & Engineering; **Micki Meyer** - Lord Family Assistant Vice President for Student Affairs and Community, and **Susan Rundell Singer** - Vice President for Academic Affairs and Provost, both of Rollins College

As colleges and universities cocreate physical environments to foster twenty-first-century learning, the need to put students at the center is paramount. Institutions must thoughtfully examine how to arrange numerous educational programs, departments, and initiatives to provide students with access to mission-aligned resources and opportunities to enhance learning and development. Creating such vision and alignment can only be actualized when institutions engage faculty, staff, and students from across campus, identifying a set of shared values, goals, and outcomes to leverage physical spaces for strategic educational initiatives to occur. How can institutions engage campus constituents in student-centered design that amplifies student learning? What are the resources and anchors that need to exist within spaces to deliver on mission alignment? How can co-location of educational programs, departments, and initiatives lead to engineered and serendipitous intellectual collisions for faculty, staff, and students? And how do you leverage those spaces during a pandemic? At Rollins College, the \$17 million transformation of Kathleen W. Rollins Hall brought together ten curricular and cocurricular programs in an initiative called Rollins Gateway. Located at the center of campus, Rollins Gateway encourages interdisciplinary collaboration by intentionally linking career and life planning, global citizenship, social innovation, advising, and mentoring. Rollins College, along with EYP, will discuss the process of developing physical spaces to situate an institution’s mission and engaged learning around citizenship and innovation.

Sponsored by:



Aspire’s Inclusive Faculty
Framework: Core Skills
Supporting Inclusion in the
Classroom, Lab, Institution,
and Beyond

This is a Seminar session and participation is limited on a first-come basis.

PRESENTERS: **Robin Greenler** - Assistant Director, Center for the Integration of Research, Teaching, and Learning (CIRTL), University of Wisconsin–Madison; **Robin Parent** - Assistant Director STEM Education, Association for Public & Land-Grant Universities; **Donald Gillian-Daniel** - Director of Inclusive Teaching Programming, University of Wisconsin–Madison; and **April Dukes** - Postdoctoral Associate, University of Pittsburgh

Want to become a more inclusive instructor? Mentor? Leader and colleague? In this session, we will explore the Aspire Inclusive Faculty Framework, a research-based framework of skills that underlie inclusive practice in online and face-to-face settings and are transferable across staff and faculty roles such as instructor, administrator, colleague, mentor, advisor, leader, and researcher. Explore the framework, practice skills in real time, and leave with concrete ideas for applying new knowledge across areas of your own practice. This session will include presentation of information, case-based discussions, and interactive elements, including a description of the Aspire Inclusive Faculty Framework highlighting common skills and the inclusion of an accompanying rubric to gauge progression and learning of these skills, a discussion about social identities and relationship building, a series of cases/scenarios that practice skills in different educational settings and roles, content for guided reflection and planning further development of skills, and additional resources.

Technology and the Power of Peers to Foster Student Success Virtually + On-Campus

PRESENTERS: **George Kuh** - Chancellor’s Professor Emeritus of Higher Education, Indiana University; **William Hudson** - Vice President for Student Affairs, Florida Agricultural Mechanical University; **Tiana Iruoje** - Director of Student Engagement and Success, Luddy School of Informatics, Computing, and Engineering, Indiana University; **Jeff Citty**, Director of Innovation Academy, University of Florida; and **Samyr Qureshi** - Cofounder and CEO, Knack

COVID 19 presents myriad unanticipated challenges to every institution. While uncertainty prevails, most campuses are prioritizing the use of technology to support the learning and teaching process. Schools are mitigating health risks by limiting extended face-to-face interactions on and off campus while also trying to help students realize the multiple benefits of participating in a high-impact practice (HIP) in contexts that will require social distancing. Substantive modifications are needed to efforts intended to advance degree completion and attainment of desired proficiencies such as the AAC&U Essential Learning Outcomes. While daunting, these circumstances are an opportunity to build resilient digital capabilities that allow institutions to quickly respond when encountering facing unanticipated crises.

The presenters of this session are experienced educators and leaders from varying institutions that are using technology to scale efforts that foster educationally purposeful peer-to-peer interactions in a time of forced social distancing. While the approaches they describe differ in some ways, a common theme is that the interventions leverage peer influence to help undergraduates acquire and deepen such 21st-century proficiencies as resilience and interpersonal competence in a manner that helps foster a sense of belonging when aligned with their campus culture and curricular goals.

Institutional research shows that those who have such educationally purposeful peer interactions are much more likely to complete courses and persist compared with their counterparts who do not receive tutoring in this form. Equally important, this digitally enhanced peer-tutoring

model reaches disproportionately larger numbers of students from historically underserved groups than many other approaches. We will discuss the promising approach to this work in partnership with Knack, an education technology platform helping dozens of institutions like UF and IU staff, implement and scale next generation peer-to-peer tutoring, coaching, and advising consistent with the features of a High-Impact Practice (HIP).

Sponsored by



The Fierce Urgency to Claim the Heart of Higher Education: Love, Beauty, and Healing in the Age of Despair

This is a Seminar session and participation is limited on a first-come basis.

PRESENTERS: **Joshua Caulkins** - Assistant Director, Arizona State University; **Mays Imad**, Pima Community College; and **Brad Wuetherick** - Executive Director, Learning and Teaching, University of Maryland Baltimore County (UMBC)

Drawing on Western, Middle Eastern, West African, and Indigenous philosophical traditions, as well as evidence-informed strategies, this interactive session will challenge participants to reframe their perspectives and consider the value of a liberatory, trauma-informed education framed through love and beauty. Facilitators will engage participants with the following questions: How might a pedagogy of love based on empathy, connectedness, commitment, respect, empowerment, and trust manifest in our classrooms and in the relationships we develop with our students? How do we, as educators, intentionally highlight the beauty within and across disciplines? How might love serve as a healing process for students and faculty in our classroom, programs, and institutions? There is a “calling and stirring of the soul” that demands a “fierce urgency of now” to claim the “heart” of higher education.

Liberal Arts Colleges and Regional High Schools: Creating Atypical Enrollment Streams from Neighboring Communities

PRESENTERS: **Robert Fried** - Associate Professor of Education (retired) and Executive Director, New American Baccalaureate Project, Northeastern University; **Eli O. Kramer** - Assistant Professor, University of Wroclaw (Poland); **Lori Varlotta** - President, California Lutheran University; and **Gregory Prince** - President Emeritus, Hampshire College

Small liberal arts colleges compete for a shrinking demographic of students from affluent families while largely ignoring working-class students from surrounding high schools. The New American Baccalaureate Project (NAB) is working under the banner of our “Village Commons” initiative to create dynamic college partnerships with nearby high schools, beginning at students’ sophomore year and increasing in intensity as students explore a college option that their families may consider too expensive, too exclusive, and impractical. Our performance-based baccalaureate option relies on current faculty together with full-time faculty-of-practice and combines the liberal arts with skills essential for success in today’s complex organizations. The objective is to create streams of future regional enrollees whose familial and community loyalty to the college has been gained through high rates of graduation and satisfying careers. Participants will bring their perspectives, concerns, and questions about reimagining their colleges as forces for regional empowerment to this discussion.

Crisis Management for Different Institutional Environments: Lessons for New Administrators

ACAD Session

PRESENTERS: **Michael Soto** - Associate Vice President for Academic Affairs: Student Academic Issues and Retention, Trinity University; **Ron Buckmire** - Associate Dean for Curricular Affairs and Professor of Mathematics, Occidental College; **Lev Gasparov** - Associate Dean for Faculty Advancement, University of North Florida; **Margaret Hunter** - Associate Provost for Student Success and Undergraduate Education, Fletcher Jones Professor of Sociology, Mills College; **Precie Schroyer** - Associate Dean, Monroe Campus, Northampton Community College

The ACAD Fellows of the 2019-20 cohort lead a discussion on the COVID-19 crisis with attention to equity and inclusion, enrollment management, and communication from the perspective of different types of institutions, including community colleges, large public institutions, and small liberal arts colleges. The panel focuses on the leadership role of deans and other “middle managers” in navigating these issues.



30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

2:45 PM - 3:15 PM

Navigating the Transition to a Virtual Learning Environment through Strategic Professional Development

PRESENTERS: Donna Seagle - Vice President for Academic Affairs; and Candace Justice - Director of Instructional Design, both of Walters State Community College

The overnight transition to online instruction created a need for innovative professional development and creative problem solving. This session focuses on how Walters State Community College meets the needs of faculty and staff through virtual professional development as well as how the college continues to use innovation to problem-solve issues related to digital learning.

3:15 PM - 3:45 PM

Maintaining Pedagogical Values in the Transition to Distance Learning

PRESENTERS: Niesha Ziehmke - Associate Dean for Academic Programs and Planning; and Nicola Blake - Dean of Faculty and Academic Affairs, both of Stella and Charles Guttman Community College

At Guttman Community College, CUNY, we have prioritized our pedagogical values in the rapid move to distance education as a result of the coronavirus pandemic. By working with our faculty at every turn, we were able to build a professional development program for all full-time faculty and most part-time faculty, which supported our curricular and pedagogical values by affirming students’ diverse backgrounds and lived experiences as a starting point for all learning and by advancing experiential teaching strategies that promote engagement and active learning. In this presentation, we will share some case studies of transformed courses and engage the participants in a discussion of how to maintain a collective focus on core educational values in this ever-evolving national crisis.

2:45 PM - 3:15 PM

Enhancing Student Research Engagement during and after COVID-19: Lessons on Student Success

PRESENTERS: Deana McQuitty - Associate Professor, Speech Program Director; Jeff Wolfgang - Assistant Professor, Department of Counseling; and Sharita Williams Crossen - Professor, Speech Department, all of North Carolina A&T State University

The vision and mission of institutions of higher learning are to provide students opportunities to be immersed and engaged in student learning activities that promote deep learning in an effort to prepare them for lifelong skills of adjusting to unscripted problems, complex challenges, and new discoveries. Based on a perusal of scholarly research, three domains of student success include academic achievement, critical thinking, and social-emotional well-being. This presentation will explore the process a transdisciplinary faculty research team used to redesign a funded research project. The strategies implemented proved to support student engagement, and students received an opportunity to contribute to the transformative process. Themes and trends relative to student adaptation, social-emotional wellness, and academic acumen will be discussed. Faculty perspective on enhancing student success during a crisis will also be explored.

HEDs Up Session

A series of 10-minute presentations within one hour, in the spirit of TED Talks.
MODERATOR: **John Zubizarreta**

AMPing Up Advising and Mentoring at Beloit College

PRESENTERS: **Rachel Bergstrom** - Associate Professor of Biology, Director of the Advanced Mentoring Program; and **Joy de Leon** - Associate Dean of Students and Codirector of the Advanced Mentoring Program, both of Beloit College

Beloit College has reimagined advising and mentoring for new students through the Advanced Mentoring Program (AMP). In this presentation, we'll describe this innovative liberal arts approach to academic, personal, and professional development for students and the framework used to infuse advising and mentoring throughout the first- and second-year student experience. AMP was designed in summer and fall 2019, and we found exciting opportunities and challenges in deploying this programming during the pandemic. We are convinced that this networked approach to advising and mentoring is critical to student persistence in the first year of college, especially during the era of COVID-19. We'll share our rationale for AMP and our experience designing and deploying this campus-wide program, as well as early outcomes for student retention and faculty, staff, and campus-wide perspectives on the earliest iteration of AMP programming.

Are You REALLY Building Shared Vision in Your Revolutionary Change Project?

PRESENTERS: **Elizabeth Litzler** - Director and Affiliate Assistant Professor; **Cara Margherio** - Assistant Director, Center for Evaluation & Research for STEM Equity; and **Elizabeth Litzler** - Director and Affiliate Assistant Professor, all of University of Washington–Seattle; **Julia Williams** - Professor of English, Rose-Hulman Institute of Technology

Have you ever wondered how inclusive or democratic your strategies are for getting colleagues on board with your change project? This HEDs UP talk will focus on practices for developing shared vision while trying to revolutionize academic departments in higher education. Research results from thirteen departments/colleges will be shared to help practitioners consider how well their actions are building shared vision in a participatory way. The presentation will discuss both useful practices and pitfalls for building shared vision. This presentation will provide a vocabulary and a set of strategies based on research for creating a strong, inclusive foundation for organizational change work.

Flipped Learning: Higher Ed's All-Purpose Swiss Army Knife for Teaching in an Uncertain Pandemic

PRESENTER: **Thomas Mennella** - Associate Professor of Biology, Bay Path University

Higher education instructors are being asked to prepare multiple versions of their courses to be ready for any pandemic eventuality. However, a flipped learning approach allows us to create a single course that can be delivered in any format. This session will share a flipped learning course design for any discipline, explain how that format can be easily and rapidly transitioned to online delivery, and present assessment data comparing student learning from spring 2019 to the spring 2020 pandemic semester, showing that this approach retains success of all learning outcomes. Participants will leave with the tools needed to prepare a single course that can be delivered in any format, and that can be seamlessly transitioned between formats when necessary.

Shout It Out Loud! You Have a Liberal Arts Education and You're Proud: How to Change Negative Perceptions of Liberal Arts Degrees, Forge Ahead, and Have a Meaningful Career Path

PRESENTER: **Kristina Markos** - Associate Professor of the Practice, Simmons University

The post-Covid-19 hiring landscape can be described as shaky at best, with many graduates feeling uncertain about how to best use their liberal arts education to catapult them into rewarding and successful career paths. Through this session, attendees will learn how to extract the value from their liberal arts degree, focus on flexibility, develop the innate sense of social responsibility offered at a liberal arts institution, and explore why and how the broad thinking done at a liberal arts college is more critical to employers than ever. Attendees will leave this session feeling confident and inspired and ready to help their students enter the workforce with gusto.

3:45 PM - 4:15 PM

AAC&U Newcomers' Meeting

PRESENTERS: **Lorenzo Esters** - Vice President, Advancement and Member Engagement; and **Lynn Pasquerella** - President, both of Association of American Colleges and Universities

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization, intended career, or the type of institution they attend. Participants will learn how AAC&U's broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, and integrative and global learning—and its signature Liberal Education and America's Promise (LEAP) initiative together provide content, framework, and practical guidance for the undergraduate educational experience.

4:00 PM - 5:00 PM

Economic Impact and Forecasting: Comparative Review of America, Europe, and China

Lingnan Global Forum

PRESENTERS: **Xiaodong Lu** – Assistant Dean, Lingnan (University) SYSU; and **Sri Zaheer** – Dean, Carlson School of Management, University of Minnesota

The impact of COVID-19 has spared no country, and its detrimental effects on economies and politics will continue to linger at a global level. As three of the largest economies in the world, how America, Europe, and China survive and pull their respective regions out of economic recession is a subject of much interest and discussion. In this session, experts from America, Europe, and China will present a comparative review of the economic impacts of COVID-19, draw conclusions based on facts and figures, and make associated economic forecasts. What economic sector in your country has suffered the most from the pandemic? What is the economic status in your country now? What is your forecast of the global economy in a post-pandemic era?



4:15 PM - 5:15 PM

CONCURRENT SESSIONS 3

The Student Experience: How Truth-Telling and Racial Healing Are Affecting the Next Generation of Change Leaders

PRESENTERS: **Tia Brown McNair** - Vice President for Diversity, Equity, and Student Success, and Executive Director for the TRHT Campus Centers, Association of American Colleges and Universities; **J. Goosby Smith** - Assistant Provost for Diversity & Inclusion, Associate Professor of Management, and The Citadel's TRHT Center Director, The Citadel; **Wendy Sherman Heckler** - Provost and Senior Vice President, Otterbein University; **Sharon Stroye** - Director of Public Engagement, School of Public Affairs & Administration, Rutgers University–

Newark; **Angel Banks** - Student, Class of 2021, Otterbein University; **Amaly Garcia** - Graduate, Class of 2020, Rutgers University; **Tyreek Rolon** - Student, Class of 2022, Rutgers University; and **Orin Sharper** - Cadet, Class of 2021, The Citadel

Higher education institutions have an important role in advancing justice and building equitable communities. As we discuss the design and implementation of Truth, Racial Healing & Transformation (TRHT) Campus Centers, what are students experiencing and how is their activism being utilized and influenced? It is imperative that students’ experiences are valued and included in efforts to dismantle the false belief in the hierarchy of human value that perpetuates racial inequities and racism. This student-led discussion will highlight the experiences of students on campuses that are serving as host institutions and strategic partners with AAC&U to build just and equitable communities. TRHT is a comprehensive national and community-based process to address the historical and contemporary effects of racism to bring about transformative and sustainable change.

Fostering Equity and Social Justice with Open Educational Resources

PRESENTERS: **C. Edward Watson** - CIO and Associate Vice President for Quality, Pedagogy, and LEAP Initiatives, Association of American Colleges and Universities; **Angela DeBarger** - Program Officer, Hewlett Foundation; **Robert Awkward** - Assistant Commissioner for Academic Effectiveness, Massachusetts Department of Higher Education; **MJ Bishop** - Associate Vice Chancellor and Director, Kirwan Center for Academic Innovation, University System of Maryland; and **Virginia Clinton-Lisell** - Assistant Professor, University of North Dakota

Open educational resources (OER) are educational materials, from single lessons to entire textbooks, that are free for faculty and students to use, customize, and share. They have been established as a viable affordability strategy for higher education, saving students and often institutions money; however, the nuanced impact of OER on teaching and learning is just becoming fully understood. As an example, Achieving the Dream recently found that students enrolled in OER courses earned more credits than those not in OER courses, suggesting that those financial

savings enabled students to take additional classes. Other studies have found that providing free course materials to all students in a course at the beginning of the semester tended to level the academic playing field, narrowing performance gaps and lowering failure and withdrawal rates. This session will briefly review the literature regarding cost benefits before moving to examine emerging relationships among OER, pedagogy, and broader metrics of student success. These topics, delivered via a variety of perspectives, will collectively reveal that OER can be leveraged as an equity strategy for higher education that serves social justice goals and outcomes.

Curricula and Communities: Making a Difference in Difficult Times

PRESENTERS: **Jan Liss** - Executive Director, Project Pericles; **Nicholas Hartlep** - Robert Charles Billings Endowed Chair in Education, Berea College; **Melanie LaRosa** - Assistant Professor, Pace University; **Mark Wallace** - Professor of Religion, Swarthmore College; and **Andrea Woodward** - Associate Professor of Social Sciences; Chair, Sociology Department, Berea College

Project Pericles works with faculty to enhance links between the curriculum, campus, communities, and colleagues by encouraging students to connect knowledge with real-world responsibilities. Periclean Faculty Leaders (PFLs) from campuses across the United States develop courses and programs that reinforce the civic responsibility of students. PFLs discuss curricular programs that strengthen critical thinking, skills, and social responsibility in the time of COVID-19. Faculty are paired in a unique form of faculty development. The panel will explore student debt and education access; using multimedia to work with partners supporting education post-incarceration; supporting distance learning sessions for children, food distribution logistics for families, and opportunities for academically based social justice internships in a virtual environment; and working with students to register and engage voters while shifting in response to college classrooms and voting booths going remote. With audience participation, panelists will discuss replicable best practices, tactics, challenges, and skills.

COVID-19 Courses: Highlighting the Strengths of Liberal Education

PRESENTERS: **Mitylene Myhr** - Professor, St. Edward’s University; **Justin McDevitt** - Assistant Director, Moreau College Initiative, Holy Cross College; **Shampa Biswas** - Professor, Whitman College; and **Laura Baudot** - Associate Dean in the College of Arts and Sciences, Oberlin College

In the midst of the rapid change wrought by the COVID-19 pandemic, organizers at four liberal arts institutions engaged in reflection about how our broader scientific, political, economic, and social systems were being challenged and how we could better prepare our students to respond in thoughtful and socially just ways. Organizers drew upon our interdisciplinary liberal arts faculties to develop unique courses for groups of students ranging from currently enrolled students, to incoming freshmen and transfer students, to incarcerated students. Faculty will discuss the innovative models they developed and share both the benefits and the challenges of organizing such courses and how interdisciplinary courses such as these may provide models for teaching in the post-pandemic world. We will highlight, as well, the collaboration between faculty and staff to address the challenges of recruiting, maintaining, and creating community among our students during a time of crisis and isolation.

Civic and Global Engagement in a Time of Pandemic

PRESENTERS: **Felice Nudelman** - Executive Director, American Democracy Project, American Association of State Colleges and Universities; **Catherine Copeland** - ADP Program Coordinator, American Association of State Colleges and Universities; **Mark Canada** - Executive Vice Chancellor for Academic Affairs, Indiana University Kokomo; and **Kim Scmidl-Gagne** - Program Manager, Keene State College

This session will provide programmatic strategies and resources designed by AASCU’s American Democracy Project, the Council on Foreign Relations, Washington State University–Vancouver, Indiana University Kokomo, and Keene State College to ensure that we equip students with the

knowledge, skills, and experiences to be informed and engaged global citizens. We will discuss how we define civic engagement in this new landscape and look at data that can be used to deepen our understanding of student and campus-community engagement. Specific programs for discussion include World 101: Global Literacy, designed to provide the resources to help students understand our interdependent global society; Digital Literacy, designed to combat fake news and help students recognize and overcome their inability to distinguish truth from misinformation and break through cognitive biases; 4Quad Ideology Diagnostic, designed to break down the ideological stereotyping that students and others do about themselves and about others; and Understanding Engagement in Times of Crisis, a project developed in partnership with Collaboratory.

Chief Academic Officers and Chief Enrollment Officers: Building Partnerships for Enrollment Success

PRESENTERS: **Eric Boynton** - Provost and Dean of the College; and **M. Leslie Davidson** - Vice President for Enrollment, both of Beloit College; **Mike Deibel**, Interim Dean of the Faculty, Professor of Chemistry, Associate Vice President of Academic Affairs, Earlham College; and **David Hawsey**, Vice President for Enrollment Management, Earlham College

COVID-19 places significant additional pressure on tuition-driven institutions. Achieving sustainable enrollment success in this challenging climate requires substantive and generative collaboration between academic leadership and enrollment leadership. Yet these leaders often speak different languages and sometimes find themselves at odds with one another. Hear from two institutions advancing educational innovation, institutional positioning, and enrollment success through effective partnerships between the chief academic and enrollment officers. Discussion will feature specific examples from Beloit College and Earlham College that maintain the integrity of institutional cultures and the academic programs while responding to the contemporary marketplace and the concerns of parents and students.

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THURSDAY, JANUARY 21

Creating an Ecology of Validation Where First-Generation, Racialized Minorities, and Low- Income Students Can Succeed

PRESENTERS: **Adrianna Kezar** - Professor of Education, University of Southern California; **Jennifer Keup** - Executive Director, National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina; **Dusten Critchon** - Director, Thompson Learning Community, University of Nebraska at Omaha; and **Sarah Edwards** - Assistant Vice Chancellor Academic Affairs, University of Nebraska at Omaha

This session highlights best practices for supporting racialized-minority, low-income, and first-generation college students through a transition program called the Thompson Scholars Learning Community at three University of Nebraska campuses. Panelists will describe a culture of ecological validation as the hallmark of this program and argue that it is critical to align interventions to create this culture and integrate it into existing practices rather than relying on specific programs as “silver bullets” for success. The session includes a presentation of research findings, perspectives from institutional leaders, and an analysis by a national leader on college transition and success.

Thriving in This Time: Lessons from the Pandemics for Fostering an Inclusive, Equitable, and Transformative Digital Sense of Belonging in US Higher Education

PRESENTERS: **Janett Cordoves** - Director of Higher Education Partnerships, Interfaith Youth Core; and **Raja Bhattar** - Consultant, Bhattar Consulting

Amid the COVID-19 and racial inequality pandemics, higher education’s complacency in these areas has been unveiled. Simultaneously, opportunities to adequately create a sense of belongingness, engage intersectionality, and support access and equity for ALL students have fully emerged. Raja G. Bhattar and Janett

I. Cordoves share lessons learned in leading and creating inclusive digital spaces and how digital creativity and innovation can assist higher education in thriving in this time.

Towards Supporting our Vulnerable Students and Faculty during the COVID-19 Pandemic

PRESENTERS: **Jessica Michel** - Postdoctoral Research Fellow, University of Michigan; **Pablo Avila** - Associate Director of ePortfolio and Digital Learning, LaGuardia Community College, CUNY; **Jarett Haley** - PhD Student, University of Michigan; **Karla Loya** - Assistant Professor, Educational Leadership, University of Hartford; H. Kenny Nienhusser, University of Connecticut; **Omar Romandia** - Doctoral Student, Education Policy, University of Connecticut; **Kiara Ruesta** - Graduate Student, University of Connecticut; and **Dominique Zino** - Associate Professor of English, LaGuardia Community College, CUNY

The first talk in this session will set the foundation by sharing an analysis of media reporting on the impact of the pandemic on higher education. The next presentation will discuss one specific student population particularly hard hit: undocumented students. As undocumented students are one of many vulnerable populations who enroll in community colleges, the next talk describes how one community college confronted equity issues stemming from lack of fulfillment of students’ basic needs, diverse learning styles, and limited experience with online courses. Moving from students toward teachers, the following talk will look at teachers without academic freedom or job security, starting with a graduate student assistant. The final talk will explore teaching as a tenure-track faculty member reflects on her instruction during the epidemic as a place of learning, caring, and community-building for her and her students.

Engaging Our Students to Conduct Research in the Midst of the COVID-19 Pandemic

PRESENTERS: **Trinidad Arguelles** - Assistant Professor, Miami Dade College; **Soledad Arguelles-Borge** - Associate Professor of Clinical Psychology, Nova Southeastern University; **Maria Monzon-Medina** -

Assistant Professor of Chemistry, Miami Dade College; **Leah Daire** - Student, Florida International University; **Mariana Molina** - Associate Professor of Psychology, Miami Dade College; **Claudia Liliana Sanchez** - Grant Manager, Title III STEM + METS, Miami Dade College

This panel discussion will illustrate how research is happening during the COVID-19 pandemic and how teamwork is a successful strategy in engaging students. These research efforts include collaborations across campuses, departments, fields, and institutions. Our panelists represent Miami Dade College (MDC), Nova Southeastern University (NSU), and Florida International University. Panelists will highlight challenges and triumphs encountered. The MDC projects highlighted will be the bilingualism study and geropsychology conversations conducted in collaboration with an NSU, the vaping project, the Minority Science and Engineering Improvement Program (MSEIP), and the interdisciplinary research symposium. MDC has been pioneering very innovative ways to include STEM students at various levels with research that tap into health disparities and social change such as aging (geropsychology). Conducting research remotely has augmented opportunities for students and faculty to cultivate their passions for science as they seek new ways to make a difference in their disciplines and the world.

Fostering Student Engagement by Inviting Student Contributions in the Classroom

This is a Seminar session and participation is limited on a first-come basis.

PRESENTERS: **Katie McAllister** - Associate Professor, Head of the College of Social Science; **Megan Gahl** - Professor, College of Natural Sciences; **Kara Anne Gardner** - Professor and Deputy Accreditation Liaison Officer; Kornelija Ukolovaite - Research Assistant; **Hiba El Oirghi** - Student; and **Viet Hoang Tran Duong** - Student Researcher, all of Minerva Schools at KGI

Significant evidence suggests active engagement helps learners retain and apply concepts inside and outside the classroom. Dialogue—asking and answering questions, listening to classmates, debating complex issues—plays a key role in student engagement. Does “cold-calling” on students who have not volunteered foster such engagement, and under what conditions? Our study tracks hand-raising and cold-calling, comment duration, participation over time, and type of contribution (such as recall, application, or synthesis), complemented by surveys of students and faculty. This interactive session shares research and encourages educators to reflect on their approach to student engagement, including discussion of “objections” to nonvoluntary participation (including psychological safety, promoting depth, and productive versus unproductive questioning). Student presenters will share their perspectives as we explore why and how participants might incorporate techniques to invite participation. For instructors teaching online, our research includes consideration of alternative forms of in-class engagement, including text chat, polls, and emojis.

Who Is Being Left Out of Your Online Course?

This is a Seminar session and participation is limited on a first-come basis.

PRESENTER: **Sheryl Burgstahler** - Director, Accessible Technology Services, Affiliate Professor, College of Education, University of Washington-Seattle

Every online learning instructor desires to teach all of their students. However, some are erecting barriers to some students with specific characteristics, including disabilities. The presenter will share practices supported by universal design (UD) principles that can be applied to make your course accessible, usable, and inclusive of all students, including those with disabilities. She will also point to resources for learning more.

Integrating Efficiency and Accountability: How University of Holy Cross Manages Institutional Effectiveness Initiatives with Planning & Self-Study by Watermark

PRESENTERS: **Victoria Dahmes** - Provost and Vice President for Academic Affairs; and **William Lutton** - Academic Projects Coordinator, both of University of Holy Cross; **Brendan Radomski** - Account Executive, Watermark

University of Holy Cross, a small, private Catholic university in New Orleans, initially sought a digital solution to support its historically paper-based institutional effectiveness planning process. Yet with Planning & Self-Study by Watermark, the university was able to implement a solution that not only eliminated paper-based processes but also integrated institutional effectiveness methodologies with accreditation self-studies, program review, and strategic planning. The result? An efficient, data-driven planning process that promotes action, accountability, and richer learning.

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Achieving Equity through Intentional Design of Academic Programs

ACAD Session

PRESENTER: **Jon Dalager** - System Director for Academic Programs and Quality Assurance, Minnesota State Colleges and Universities

Research has shown that while traditionally under-represented populations are gaining increased access to higher education, they are concentrated in lower-paying majors and have lower completion rates. This presentation will discuss how the thirty colleges and seven universities of Minnesota State are reimagining academic program design in order to reduce the barriers and increase student success for these students.



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30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

4:15 PM - 4:45 PM

Course Internationalization for All Learners: A Review of Strategic Steps, Faculty Methodologies, and Outcomes

PRESENTERS: **Nneka Nora Osakwe**- Director of International Education and Professor of English, Albany State University; and **Andrea Dozier** - Assistant Professor, Albany State University

The presenters will discuss strategic course internationalization steps and engage participants as they share experiences. They will review some proven outcomes, transformational research, and project-based methodologies used by faculty members in arts, humanities, health professions, professional studies, sciences, and social sciences. One of the focal illustrations will be from a faculty member who internationalized a core course, Conceptual Basis of Professional Nursing (NURS: 3630).

4:45 PM - 5:15 PM

Operation: Global Action, a High-Impact Practice

PRESENTERS: **Rahi Dayerizadeh** - Interim Director, Global Citizens Project; and **Parandoosh Sadeghinia**, both of University of South Florida

Operation: Global Action was able to contribute to student success this past spring and summer semesters. This session will focus on global learning and how to create a quality high-impact practice remote program that allows students to think outside of the classroom and apply research and innovation to projects that can address our shared global problems. By applying different principles and learning styles, the Operation: Global Action team was able to maximize the learning outcomes of students and push them to think about what impact they can make at the University of South Florida and beyond. This is also a fresh perspective and example of how remote programming can creatively bring students together across the globe in project-based learning. The model used in launching Operation: Global Action can be carried over for implementing virtual high-impact practices in other university programs.

5:30 PM - 6:30 PM

CONCURRENT SESSIONS 4

AAC&U: Top Issues and Priorities for Higher Education, 2021

PRESENTER: **Ashley Finley** - Senior Advisor to the President and Vice President of Strategic Planning and Partnerships, Association of American Colleges and Universities

Findings from the most inclusive survey of campus stakeholders AAC&U has conducted to date reveal the most pressing challenges now facing colleges and universities—including challenges related to the ongoing pandemic and the racial climate on campus as well as challenges related to student success and curricular reform.

Leveraging Assignment (Re)Design to Improve Learning Outcomes

PRESENTERS: **C. Edward Watson** - CIO and Associate Vice President for Quality, Pedagogy, and LEAP Initiatives, Association of American Colleges and Universities; **Peter Felten** - Executive Director, Center for Engaged Learning, Elon University; **Caroline Hilk** - Assistant Provost for Student Success and Faculty Development, Hamline University; and **Bonnie Orcutt** - Professor, Worcester State University

A key research finding from AAC&U’s VALUE (Valid Assessment of Learning in Undergraduate Education) project is that what faculty ask students to do in class assignments strongly affects how well they do it. AAC&U has since engaged in projects to better understand that relationship and to create mechanisms to assist faculty as they intentionally create clear and effective assignments designed to specifically evoke evidence of the learning outcomes they have identified for their students. This session will share our work in this domain, highlight key findings associated with assignment design, and premier a new assignment design and diagnostic tool (AAC&U’s VALUE ADD Tool) for critical

thinking. This tool is for those who have identified critical thinking as a learning outcome for their students and is aligned with AAC&U’s Critical Thinking VALUE Rubric.

What Has COVID Taught Us? Seizing the Crisis to Advance Equity and Excellence in Undergraduate Education at Research Universities

PRESENTERS: **Rachel Holloway** - Vice Provost for Undergraduate Education; and **Kimberly Smith** - Associate Vice Provost for Student Success, both of Virginia Tech; **Alix Gitelman** - Vice Provost for Undergraduate Education; and **Jon Boeckenstedt** - Vice Provost for Enrollment Management, both of Oregon State University; **Akua Sarr** - Vice Provost for Undergraduate Education; and **Stacy Grooters** - Executive Director, Center for Teaching Excellence, both of Boston College; **Colin Potts** - Vice Provost for Undergraduate Education, Georgia Institute of Technology

The COVID-19 pandemic necessarily spurred a range of innovations in undergraduate education at US public and private research universities. As we at the Reinvention Collaborative consider the goals of “Boyer 2020,” an updating of the influential 1998 Boyer Commission recommendations, we ask which we should seize upon to advance lasting improvements in undergraduate education—and which, perhaps, we should leave behind. This Reinvention Collaborative-sponsored panel addresses three areas crucial to advancing undergraduate education: recruitment and admissions, academic advising, and teaching/learning. Each thematically related presentation combines university-wide perspectives and area expertise, and each highlights the basis in experience and assessment that supports speculation concerning the necessity and anticipated longevity of specific reforms. Will research universities recruit and support undergraduate students differently,

advise them differently, and offer new formats and styles in instruction? Most certainly. This panel presents leading-edge thinking from the front lines.



Addressing Campus Anti-Semitism: Fostering Belonging among Jewish Students

PRESENTER: **Rebecca Russo** - Executive Director, Campus Climate Initiative, Hillel International

With the rise of anti-Semitism on college and university campuses, educators and administrators must be prepared not only to react to anti-Semitic incidents when they occur, but also to proactively foster a positive, welcoming campus environment where Jewish students and all students can experience belonging. This session will share data from recent studies about Jewish students and how they experience the campus climate in distinctive and often challenging ways, build understanding about anti-Semitism and how it affects Jewish students on campus, and provide strategies for cultivating a positive campus environment in which Jewish and all students can thrive.

The Future of Business Learning

PRESENTER: **Stephen Spinelli, Jr.** - President, Babson College

The pandemic presented an existential challenge to an already-disrupted higher education ecosystem and underscored the utility of a business education. A reinvented blueprint for business learning blends traditional concepts with innovation, multidisciplinary collaboration, and entrepreneurial leadership skills, connecting economic and social networks to create scalable and sustainable solutions to future challenges imbued with empathy.

High-Touch and High-Tech: Fostering Student Mattering and Success in Online Learning Communities in the Era of COVID-19 and Beyond

This is a Seminar session and participation is limited on a first-come basis.

PRESENTERS: **Graziella McCarron** - Assistant Professor of Leadership Studies; and **Aoi Yamanaka** - Associate Director of Academic Services and Assistant Professor, both of George Mason University

Fostering student mattering and success rests at the heart of our work. Yet, the use of virtual learning, while especially necessary in our new era of COVID-19, can diminish the relational elements of learning communities, curtail students' sense of belonging, and temper opportunities for connection. Our primary goal for this session is to explore holistic student development and examine technologies (high-tech) and interpersonal strategies (high-touch) that foreground student mattering and success in curricular and cocurricular spaces. This session centers linkages between student development, savvy technology, and creative online instructional strategies that can disrupt the potential digital divide in online education. This presentation encourages participant engagement via discussion, real-time use of technology, case analysis, and the sharing of practice. This session also supports participants in creating action plans and generating ideas for their own campus work.

Identifying and Cultivating Transdisciplinary Faculty

This is a Seminar session and participation is limited on a first-come basis.

PRESENTERS: **Nick Swayne** - Executive Director, 4VA at JMU, JMU X-Labs; **Erica Lewis**, School of Nursing; **Sean McCarthy** - Associate Professor, School of Writing, Rhetoric, and Technical Communication; **Patrice Ludwig** - Associate Professor, Biology Department; and **Benjamin Selznick** - Assistant Professor, School of Strategic Leadership Studies, all of James Madison University

What does it mean to have a transdisciplinary faculty? Why should institutions desire one in a post-pandemic future? How do you find and cultivate such a faculty? For institutions and leaders aspiring to center flexibility and innovation at the core of their (re)imagined identities, these questions are vital. In this session, we actively invite attendees to engage these questions. Along the way, we will offer insights into what has worked in our experiences, as well as briefly introduce relevant research findings and frameworks. As the title suggests, we will specifically focus on how to intra-organizationally identify and dynamically cultivate transdisciplinary faculty networks that provide creative yet sustainable curricula, build unique cross-departmental research partnerships, and effectively develop innovative students. We will close with active learning and discussion.

Rapid Responses to Advance Teaching and Learning in the Face of a Global Pandemic

PRESENTERS: **Charles Blaich** - Director, Center of Inquiry and Higher Education Data Sharing Consortium (HEDS), Wabash College; **Ellenor Anderbyrne** - Director of Strategic Research and Assessment, Beloit College; **Georgeanna Robinson** - Associate Director for Qualitative Research, Analytics, and Institutional Research, Grinnell College; **Sheila Steiner** - Director of Assessment & Accreditation, Saint Martin's University; **Cidhinnia Torres Campos**, Wentworth Institute of Technology

In response to the COVID-19 global pandemic, higher education institutions undertook major changes in spring 2020, affecting all aspects of their institutions including teaching, learning, residential life, health centers, and governance. While some of these changes were temporary responses to a crisis, some changes may represent a new way of educating that will continue to make sense in a post-COVID world (or an ongoing-COVID world). Representatives from four institutions and one higher education membership organization will share the innovative approaches taken by their institutions. Examples include (1) a revised academic calendar that allows for flexibility in the face of in-person uncertainty; (2) a new schedule that allows for great flexibility in remote, hybrid, or in-person

instruction; (3) information-gathering to quickly assess the needs of students, staff, and faculty; (4) emergency governance procedures; (5) support for graduating seniors' job searches during a pandemic; and (5) a model for reviewing emergency decision making.

Threshold Concepts in Remote and Hybrid Course Design

PRESENTERS: **Diane Boyd** - Associate Dean, Faculty Development, Furman University; **Kent Andersen** - Director, Hess Center for Leadership and Service, Senior Lecturer, Birmingham-Southern College; **Amy Jaspersen**, Professor of Political Science, Rhodes College; **Lewis Ludwig** - Professor, Denison University; and **Charles McKinney**, Neville Frierson Bryan Chair of Africana Studies and Associate Professor of History, Rhodes College

Inspired in part by a national conversation that suggested small, residential liberal arts colleges were at a disadvantage during spring 2020's remote transition, an inter-institutional team of colleagues launched remote, online, and hybrid flexible course redesign seminars for over two hundred faculty and instructional staff at Furman University, Rhodes College, the Associated Colleges of the South, and the Great Lakes Colleges Association. What we previously deemed "good teaching" required significant reassessment as we gained a deepened understanding of the complexities of authentic student-centeredness. Reckoning with the epiphanies this one threshold concept engendered (including equity, access, quality, and assessment concerns) has "troubled"—in an invigorating way—our praxis. In this panel discussion, faculty and administrators from small liberal arts colleges share challenges, insights, and strategies about remote course redesign for successful online and hybrid courses and invite audience participants to reflect on what they may apply in their own contexts.

30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

5:30 PM - 6:00 PM

Social Justice Interventions in Higher Education

Presenters: **Walter Heinecke** - Associate Professor of Educational Research, Statistics, and Evaluation, Department of Education Leadership; and **Sarah Beach** - PhD Student, both of University of Virginia

While social justice initiatives are common in institutions of higher education, they are often applied unevenly or symbolic in nature. Through a review of recent challenges to the frameworks of diversity and inclusion, such as abolition and decolonial frameworks along with critical race theory, the presentation will provide insight into what students, faculty, and administrators can do to move their institutions toward transformative justice. Interventions including faculty and student collective organizing, critical participatory action research on one’s own university, and white supremacy audits will be reviewed. Barriers to these interventions, along with possible solutions, will also be discussed. Specific examples at an R1 university will illustrate the need for interventions at the institutional level. As pressure continues for universities to reflect and take action in confronting racism, participants will learn about new strategies to advocate for and to introduce interventions around social justice to their own institutions.

6:00 PM - 6:30 PM

Bolstering Civic Responsibility in a Time of Pandemic: Pivoting Is the Name of the Game

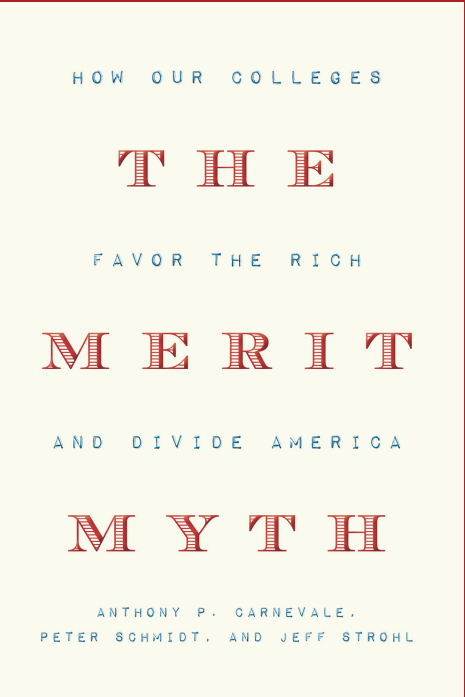
Presenters: **Nancy Shapiro** - Associate Vice Chancellor, University System of Maryland; **Karen Olmstead** - Provost and Senior Vice President of Academic Affairs, Salisbury University; **Dewayne Morgan** - Director of Education, Outreach and Pipeline Development; and **Karen Feagin** - Graduate Assistant, both of University System of Maryland

Never has instilling civic responsibility been more important for higher education. Colleges, like their broader communities, stand at the intersection of health, racial justice, freedom, equity, community, and individual rights. This presentation will feature examples of campus-level accommodations and investments in civic education during a pandemic, as well as system-level perspectives on leveraging faculty and student engagement across multiple institutions during a pandemic. Because we also experienced an important general election this year, the presenters will engage the participants in a discussion of how campuses engaged students in voter registration and voter participation activities, and what, if anything, institutions are doing to support students and faculty during the critical post-election reconciliation to preserve and protect our democracy.

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30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

5:30 PM - 6:00 PM

Collaboration to Build “Global at Home” Programs to Transform STEM Education

Presenters: **Amy Henry** - Executive Director of International Education; **Sebnem Ozkan**, Associate Director, Atlanta Global Studies Center, School of Modern Languages; and **Anna Stenport**, Chair, School of Modern Languages and Professor of Global Studies, all of Georgia Institute of Technology

Diffusing global learning throughout an institution and throughout undergraduate education requires a variety of curricular and cocurricular initiatives. And, in order to make global learning equitable, institutions must move beyond traditional study abroad and student mobility programs. Academic departments, offices, and research centers must work cooperatively to advance locally sourced global learning opportunities. Panelists will present mechanisms of cross-campus collaboration that support reform in STEM education and a holistic learning experience to support global learning that does not require expensive travel during a pandemic and beyond. Panelists will share successful, innovative, and extensive examples of intra- and extramural partnerships that offer students equitable opportunities to develop global competency expertise through “global at home” programs.

6:00 PM - 6:30 PM

Controlling Contagions through Virtual Exchange

Presenters: **Elizabeth Wood** - Director, Clinical Assistant Professor; and **Sarah Collins** - PhD Student, both of University of Florida

This session will focus on working collaboratively with Egyptian faculty to ensure learning across countries and student engagement in identifying cultural factors that influence the perception of health threats as well as comparing appropriate interventions or solutions for specific health threats in different contexts. Applying various high-impact learning strategies (VE discussions, case competition), students from the United States work together with students in Egypt in small groups to design a global health strategy to address a pandemic-type scenario. The ability to work across disciplines and nationalities strengthens students’ learning of the multifactorial strategies in addition to cross-cultural understanding, which will result in a cohort of global citizens.

30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

5:30 PM - 6:00 PM

College to Career: Aligning VALUE Rubrics with Employer Expectations

Presenters: **Tara Rose** - Director of Assessment, Louisiana State University (LSU); and **Terri Flateby** - Higher Education and Assessment Consultant

Have you considered if the academy and employers interpret the LEAP Essential Learning Outcomes differently? We know that rubric dimensions and performance indicators can differ depending on the discipline; therefore, it is also possible that the rubric components can also differ between academia and the workplace. The presenters will provide a brief background on the current use of VALUE rubrics in higher education and share findings from a recent focus group with employers regarding their interpretation of how top-ranked skills are defined. Attendees will consider how best to balance the needs for both the academy and employers and will explore strategies to build partnerships between programs and employers that encourage the development of authentic career-related assignments that reflect on the skills cited by employers.

6:00 PM - 6:30 PM

Design and Implementation of Faculty-Driven Juried General Education Assessment Model Using the VALUE Rubrics and a Web-Based Solution

Presenter: **Linda Silva Thompson** - Associate Dean of Assessment, Molloy College

This session will provide an overview of a faculty-driven, ten-step design and implementation process of a juried general education assessment model that uses the VALUE rubrics and a web-based solution to assess “what students know and can do.” The simple faculty-driven process stimulates engagement and excitement, increases faculty understanding of assessment, and gives faculty full responsibility and control over general education assessment. Effective measuring of general education outcomes helps to answer two questions once viewed as independent that now are viewed as intersecting: “How much are undergraduate students learning in college?” and “How prepared for jobs are college students?” Effective measuring of general education outcomes is usually outlined in institutional (previously regional) accreditation standards related to the design and delivery of the student learning experience and assessment. During the presentation, the ten steps will be presented and related templates shared.

Trauma-Informed Conflict Management in the Remote Work Environment

ACAD Session

Presenters: **Anne Clark Bartlett** - Dean, School of Interdisciplinary Arts and Sciences; and **Rachel Endo** - Dean, School of Education, both of University of Washington-Tacoma; **Melissa Lavitt** - Assistant Vice Chancellor, Academic Programs, Innovations, and Faculty Development, California State University

Using a problem of practice framework, this session invites participants to practice conflict management in the remote work environment during the current pandemics of COVID-19 and structural racism. We will begin by focusing on two key polarities of power, visibility, and resistance that equity-minded leaders manage—(1) access and exclusion and (2) disengagement and engagement—before inviting audience contributions.



6:00 PM - 7:00 PM

FACULTY AND ADMINISTRATORS OF COLOR EVENT

Identity Leadership

KEYNOTE SPEAKER: **Stedman Graham** - Chairman and CEO, S. Graham and Associates; WELCOME: **Tia Brown McNair** - Vice President for Diversity, Equity, and Student Success, and Executive Director for the TRHT Campus Centers; INTRODUCTION: **Lynn Pasquerella** - President, both of the Association of American Colleges and Universities

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7:15 PM - 8:15 PM

HERS Virtual Reception

HERS is hosting a reception to celebrate creating and sustaining a diverse network of women leaders in higher education. The reception will be hosted on Shindig, a platform designed to provide for individual conversations as well as a presentation. All are welcome to attend.



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10:00 AM - 11:00 AM

Tackling Contemporary Issues
Networking Conversation

MODERATOR: **Tia Brown McNair** - Vice President for Diversity, Equity, and Student Success, and Executive Director for the TRHT Campus Centers, Association of American Colleges and Universities

This conversation is designed to provide an opportunity for AAC&U meeting participants to reflect and to engage in honest, collaborative, action-oriented discussions focused on higher education’s role in educating for democracy and addressing racial injustices. Participants from all institutional types are invited to dialogue with colleagues to identify strategies for transformation and healing that advance the goals of a high-quality liberal education in preparation for lifelong success and productive citizenship.

MORNING ROUNDTABLES

We invite participants to join us for a series of informal discussions. We encourage you to rotate among presentations or feel free to focus on one or more.

1. Collaboration and Innovation:
The Role of Community Colleges
in a Digital Economy

PRESENTERS: **Fabiola Riobe** - Associate Provost, Academic Innovation, Online Education and Global Opportunities; and **Andrea Thomas**, both of Rockland Community College

Job Trends and the Global Shift is a project designed at Rockland Community College (RCC) to initiate change management to orient faculty to the academic needs for a global digital economy. RCC focuses on digital teaching and learning from the viewpoint of “technology as the great enhancer” while examining constraints with digital equity and workforce development in a digital economy. Rockland Community College has utilized human-centered design to work with faculty to (1) understand the shifting needs of the population of service; (2) identify digital economy trends and the changing landscape of work; and (3) make the case for collaborative learning and collaborative online international learning. Public-private partnerships are a necessity, with the creation of programs for applied learning initiatives, workforce development,

and entrepreneurship. Increasing the number of virtual exchange programs throughout the college could increase global awareness and cultural sensitivity building.

2. Constructing Solidarity
with Social Justice Community
Organizations in Civic
Engagement Programming in the
Pandemic Era: An Examination
of the Colorado College Summer
Immigration Institute

PRESENTER: **Eric Popkin** - Associate Professor of Sociology, Colorado College

COVID-19 reveals how neoliberal policies decimated public health systems in the United States, exposing structural racism as communities of color experience disproportionately high numbers of deaths. Additionally, we are experiencing the erosion of many features

of liberal democracy and the proliferation of popular mobilization as evidenced by the massive demonstrations following the killing of George Floyd. This context requires higher education institutions to consider how to prepare students to engage with the pressing issues in their local communities in the pandemic era. This presentation suggests that academic institutions need to center social justice work in their civic engagement programming and considers one such initiative, the Colorado College Summer Immigration Institute. A review of the program will facilitate a broader discussion of the current state of civic engagement programming and the possibilities to link this work with campus initiatives focused on advancing equity, anti-racism, and career exploration.

3. Developing an Agenda for
Global and Civic Learning:
Engaged Citizenship for a
Rapidly Changing World

PRESENTERS: **Sarah Pattison** - Associate Director for Global Engagement; **Suzanne Selig** - Professor, Public Health; **David Luke** - Interim Campus Diversity Officer and Director of the Intercultural Center; **Samara Hough** - Director, Center for Gender and Sexuality; and **Chris DeEulis** - Associate Director of Student Involvement and Leadership, all of University of Michigan–Flint

This roundtable will describe how the University of Michigan–Flint has restructured international and community-based learning to better reflect its commitment to equip students to ethically advance local and global communities. The reorganization of the Center for Global Engagement broadened the scope of international activities beyond visa compliance, international agreements, and study abroad participation to include integrated curricular and cocurricular programming based on a “global learning for all” approach. Now housed in academic affairs, the new center is compelled to collaborate with student affairs units and reinforce institutional efforts to create a cohesive approach to addressing systemic injustices and develop an integrated program of global, civic, and intercultural education for the entire university community. The process of developing this ambitious agenda will be presented along with lessons learned. Participants will be invited to

share examples from their campuses of successful integration efforts and collaborations to promote social justice and international education.

4. How to Develop Collaborative
Teaching to Promote Inclusive
and Deep Learning

PRESENTERS: **Vibhavari Jani** - Associate Professor, Kansas State University; **Tim Murrell** - Principal, Topeka Center for Advanced Learning and Careers

In this session, the presenters will discuss a multi-institutional, multi-disciplinary, collaborative teaching and mentoring model to promote inclusive and deep learning. The presenters will share the educational program details, the project parameters, and the collaborative teaching strategies. The challenges faced while executing this collaborative teaching project will be discussed, and successful strategies and outcomes will be shared. The presenters will also share the examples of student work that were developed to involve graduate design students and high school students in developing twenty-first-century inclusive and deep learning environments. The participants will develop their own collaborative teaching strategies and mentoring model during this session. This session will promote active learning through questions and answers, discussion, and hands-on exercises.

5. Incoming Provost in a Pandemic

PRESENTERS: **Karlyn Crowley** - Provost, Ohio Wesleyan University; **Eric Boynton** - Provost and Dean of the College, Beloit College; **Jay Roberts** - Vice President, Academic Affairs, Warren Wilson College; and **Linda Strong-Leek** - Provost, Professor of African and Africana Studies, Professor of Gender and Sexuality Studies, and Interim Chief Diversity Officer, Haverford College

“Have you lost your mind?” This question, among others not fit for print, captures the pervading sentiment about becoming a provost in a pandemic. Our roundtable is composed of four incoming provosts or vice presidents for academic affairs at various small liberal arts colleges who began their role during or around the time of the COVID-19 pandemic. We will explore topics in this context such as supporting

shared governance in a time of COVID; creating crisis communication strategies; developing tactics for building trust quickly and maintaining morale; amplifying and actualizing diversity, equity, and inclusion initiatives; highlighting the importance of “self-leadership”; wearing different leadership “hats” during VUCA (volatile, uncertain, complex, and ambiguous) times; building teams; and working with emotional intelligence as well as speed and agility.

6. Incorporating Faculty Voice in Professional Development: Course Design through Inspiration from Faculty Peers

PRESENTERS: **Liesl Baum** - Associate Director for Strategic Initiatives and Educational Research; and **Tiffany Shoop** - Associate Director for Special Program, both of Virginia Tech

As we observed and supported faculty members during the transition to online teaching and learning in spring 2020, we recognized that faculty development needs at our institution had also shifted. In response, we carefully examined our services and made adjustments to more holistically support our faculty. We knew that our offerings needed to be relevant, scalable, and based on lessons learned from the spring pivot. In order to achieve this, we identified gaps in our programs—we were missing an emphasis on the faculty voice and experience. Thus, in subsequent programming, we invited faculty members to present perspectives of shared experiences, student feedback, and authentic lessons learned to provide our participants with an air of familiarity. As a result, our feedback has shown that participants are feeling less anxiety and an overall sense of community among faculty, contributing to increased efficacy as they look toward new semesters.

7. Lessons Learned in Developing a Canvas-Based Shared Platform Virtual Undergraduate Research Symposium in Response to COVID-19 Disruptions

PRESENTERS: **Sophie Pierszalowski** - Associate Director of Undergraduate Research; **Gregory Heinonen** - Undergraduate Student, Honors College; **Daniel López-Cevallos** - Associate Professor and Assistant Vice Provost; and **Bethany Ulman** - Student Success Coach, all of Oregon State University

We will discuss successes and challenges related to our virtual undergraduate research symposium and how to build upon our efforts moving forward.

8. Mentorship in the Post-COVID-19 Digital Age: Lessons from Three Texas-Based Humanities Programs

PRESENTERS: **Rikki Bettinger** - Associate Director, Mellon Research Scholars Program, University of Houston; **Sophia Ortiz** - Associate Director, Mexico Center, University of Texas at San Antonio; **Almeida Jacqueline Toribio** - Professor, University of Texas at Austin

How can we better prepare students from underrepresented backgrounds to navigate the academy? As coordinators of programs funded by The Andrew W. Mellon Foundation, panelists will share how they have built interdisciplinary, cocurricular programs dedicated to mentoring and preparing students from underrepresented backgrounds to pursue opportunities for graduate study in the humanities. In the COVID-19 moment, collaboration and community-building have remained integral parts of the programs’ praxes. Participants will leave with tangible examples of programming that supports students pursuing undergraduate research and applying to graduate school in the humanities. For coordinators of cocurricular programs, advisors, and administrators committed to equity in their institutions, the session will offer intentional strategies to center mentorship, to create avenues of access into the academy, and to re-envision collaboration and community-building.

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9. Reimagining Diversity and Inclusion in Public Health and the Health Professions

PRESENTERS: **Rachel Yoho** - Clinical Assistant Professor; and **Elizabeth Wood** - Director, Clinical Assistant Professor, both of University of Florida

Public health and the health professions provide an interdisciplinary model for diversity and inclusion efforts across the disciplines. As a key component of socially responsive training programs (public health, medical, and similar), diversity and inclusion efforts highlight possibilities for grassroots and top-down change. We provide several models for reimagining the higher education space, including new visions for college-level diversity and inclusion committees, systematic studies by faculty-led student research teams, and grassroots engagement to amplify and promote student voices. These efforts center around strategies to engage individuals—students, faculty, staff, and administrators—through multiple methods. The lessons learned from these areas and engagement strategies provide tangible models for integrating diversity and inclusion efforts in classrooms and at the department and college levels. Overall, these efforts highlight the importance of shifting priorities from outward-facing to introspective work to make the educational space more diverse and inclusive.

10. Teaching during the Pandemic-Induced Online Transition: Exploring Best Online Teaching Practices and Lessons Learned for Improving Pedagogy of Care

PRESENTERS: **Corinna Singleman** - Director of Communications, HSI-STEM Project; **Patrick Johnson** - Project Coordinator, Queens College; **Nathalia Holtzman** - Associate Professor; **Sabrina Avila** - HSI-STEM Project Coordinator, Director of Course Redesign; and **Michelle Fraboni**, all of City University of New York Queens College

The COVID-induced campus shutdowns brought new and unexpected challenges, causing a transition from face-to-face to fully online

instruction. Faculty are invited to share their transition to online learning experiences, leading to lively discussions that uncover some common ground when talking about their students, the challenges they faced, and the elements of care they infused into their teaching. This roundtable discussion will explore the course modifications implemented by all attendees. We will start by introducing the experiences of the HSI-STEM team, followed by group discussions of a series of directed questions and topics. The goal of these discussions will be to highlight successes and to share and respond to lessons learned. The COVID-19 crisis is far from over, and more open conversations between faculty and students from diverse perspectives will help all students’ learning in these challenging times, during a pandemic and beyond.

11. Transformation in the Time of COVID: Reorganizing the School of Arts and Sciences and the Provost’s Office

PRESENTERS: **Jesse Peters** - Dean, School of Arts and Sciences; **Cheryl Nixon** - Provost and Vice President of Academic Affairs; and **Pete McCormick** - Associate Provost, all of Fort Lewis College

This panel presentation and discussion will explain how the academic leadership at Fort Lewis College used the necessary discussions during the COVID-19 crisis as a catalyst to transform our structure and reemphasize the importance of the liberal arts. The provost, working closely with the dean of arts and sciences, implemented a new structure for academic affairs, adding four associate deans and one additional associate provost. We will discuss how, even in the times of necessary budget and/or personnel reductions, strategic additions can result in efficiencies that strengthen the institution. These new associate deans serve as division coordinators and have responsibilities as liaisons with offices like the registrar, admissions, advising, marketing, and career services. The divisions promote innovation and interdisciplinary interaction while providing project managers for institutional priorities. We will explain our process for gaining faculty buy-in and the resulting positive atmosphere that positions us for future growth and change.

12. Western Carolina University’s Virtual Academic Success Coaching Initiative

PRESENTERS: **Lowell Davis** - Associate Vice Chancellor for Student Success; **Michael McDonald** - Assistant Professor, Political Science and Public Affairs; and **Dan Torrington** - Director, Office of Student Retention, all of Western Carolina University

In the face of uncertainty amid a global pandemic, how can colleges and universities reconnect students with campus resources and reaffirm their sense of belonging? This session will discuss findings and replicable best practices of Western Carolina University’s virtual Academic Success Coaching initiative, created to support students in online learning environments necessitated by the COVID-19 pandemic. Presenters will outline the research-based best practices forming the foundation of the coaching initiative, including the theoretical frameworks (appreciative advising and growth mindset), coaching strategies (SMART goals, open-ended questions, and individualized reflective exercises), and resources coaches use to support students. Through presentation of findings on the impacts of the coaching initiative on student success and open discussion of the challenges encountered, audience members will leave prepared to adapt the academic success coaching initiative model to their campus setting and build upon the best practices identified for supporting students during these challenging times.

13. What Matters: Lessons from the Global Pandemic

PRESENTERS: **Timothy Schaffer** - Senior Educational Technologist; **Robert Squillace** - Clinical Professor; **Joseph Paluck** - Academic Affairs Administrator; and **Kevin Bonney** - Assistant Dean of Faculty Development, all of New York University; **Lisa Cesarani** - Assistant Director of Academic Affairs, New York University, Florence; **Raymond Ro** - Assistant Dean of Business and Clinical Assistant Professor of Business, New York University, Shanghai

How does a global studies program operate when instruction transitions overnight to a fully remote mode? With students located at a dozen sites around the world, New York University had a unique perspective on the impact of the

COVID-19 pandemic. Our roundtable includes NYU instructors, administrators, and instructional designers from campuses in Shanghai, Florence, and New York to discuss how responses to the pandemic evolved as each site’s experience informed the others. Surprisingly, student course evaluation scores were higher than in any past semester. So is the future of higher education remote instruction? While students can learn as much from remote instruction, the real revolution should concern pedagogy. Effective teaching in any modality is predicated on project- and discussion-based pedagogy with instructors who treat their students as individuals; if there is a post-COVID revolution in instruction, it should be the end of the lecture hall as we have known it.

14. When Modern Technology Collides with Old-Fashioned Pedagogy: A Colearning Strategy to Enhance Education

PRESENTER: **Chyi-Lyi (Kathleen) Liang** - Kellogg Distinguished Professor and Director of Center for Environmental Farming Systems, North Carolina A&T State University

This is an interactive discussion session to share methods, ideas, and pedagogy for different educators to transition from conventional lesson delivery to online platforms. There are ways to combine conventional wisdom with modern technology to stimulate learning. We will focus on innovative approaches versus challenges and barriers in the process. The goal is to gather information from participants and compile a resource guide to stimulate new concepts, approaches, tools, and methods to promote future innovation of effective teaching and learning.

11:15 AM - 12:15 PM

CONCURRENT SESSIONS 5

Cross
Future Leaders Award.

Graduate Students as Leaders
and Changemakers: How
Commitments to Learning,
Equity, and Community Will
Shape Future Faculty

MODERATOR: **José Antonio Bowen** - Principal, Bowen Innovation Group, LLC, and Senior Fellow, AAC&U; Panelists: **Terri Dunbar** - Engineering Psychology, Georgia Institute of Technology; **Eliaquin Gonell** - Education Leadership and Policy Studies, University of Vermont; **Devon Isaacs** - Clinical/Counseling Psychology, Utah State University; **Megan Massa** - Neuroscience, University of California–Los Angeles; **Kristen Nelson** - Sociology, University of California–Berkeley; **Rachel Perez-Udell** - Plant Biology, University of Georgia; Tatiane Russo-Tait - STEM Education, University of Texas at Austin; **Meshell Sturgis** - Communication, University of Washington; and **Ashleen Williams** - History, University of Mississippi

Discussions of the role of faculty in the future of higher education often return to the need to change and reshape graduate education. This session, led by José Antonio Bowen, a nationally recognized expert in teaching innovation and higher education leadership, engages graduate students in a discussion of what it means to blend scholarly training with commitments to advancing learning, equity, and community engagement. Panelists are recipients of the K. Patricia Cross Future Leaders Award.

Ness Book Award

Moving Up without Losing
Your Way: The Ethical Costs of
Upward Mobility

PRESENTER: **Kathleen Woodward** - Lockwood Professor in the Humanities and Professor of English, Director, Simpson Center for the Humanities, University of Washington–Seattle; KEYNOTE SPEAKER: **Jennifer Morton** - Associate Professor of Philosophy, University of North Carolina at Chapel Hill

Upward mobility through higher education has been an article of faith for generations of working-class, low-income, and immigrant college students. While we know this path usually entails financial sacrifices and hard work, little attention has been paid to the deep personal compromises students make as they enter worlds vastly different from their own. Measuring the true costs of higher education, *Moving Up without Losing Your Way* looks at ethical dilemmas of upward mobility—the broken ties with family and friends, the severed connections with former communities, and the loss of identity—faced by students as they strive to earn a successful place in society. Drawing upon philosophy, social science, personal stories, and interviews, Jennifer Morton reframes the college experience, urging educators to empower students with a new narrative of upward mobility—one that honestly situates ethical costs in historical, social, and economic contexts and allows students to make informed decisions for themselves. To learn more about the book, click here.

PKAL Session: Intersectional
Strategies for Supporting Women
Faculty in STEM at PUIs in a
COVID-19 Era

PRESENTERS: **Darci Dembroski** - Grant Coordinator; **Wendy Pogozeleski** - SUNY Distinguished Teaching Professor and Interim Chair, Department of Chemistry; and **Karleen West** - Associate Professor, Political Science and International Relations, all of State University of New York at Geneseo; **Cara Margherio** - Assistant Director, Center for Evaluation & Research for STEM Equity, University of Washington; **Chavonda Mills** - Professor of Chemistry, Georgia College; **Josephine Rodriguez** - Associate Professor of Biology, University of Virginia’s College at Wise; **Sally Wasileski** - Professor of Chemistry, University of North Carolina at Asheville

In an initiative funded by the NSF ADVANCE program, we have been studying the intersectional impact of COVID-19 and increased racial tensions on the women faculty in STEM at the twenty-eight public primarily undergraduate institutions (PUIs) that make up the Council of Public Liberal Arts Colleges (COPLAC). We will report on our findings as well as our work in communicating these data to administrators and in creating professional development opportunities that raise awareness and lead to best practices. Additionally, to counteract geographical and professional isolation that many women experience at small PUIs, we have been creating virtual affinity groups across the COPLAC network to unite women of similar interests, providing opportunities for professional collaboration, advice, and support. We will report on what we have learned from these initiatives.

Best Practices in Minority Faculty
Recruitment and Retention

PRESENTERS: **Jamal Watson** - Professor of Communications, Trinity Washington University; **Tomika Ferguson** - Interim Assistant Dean for Student Affairs and Inclusive Excellence, Virginia Commonwealth University; **Leslie Gonzales** - Associate Professor, Department of Educational Administration, Michigan State University; **Rowena Tomaneng** - President, San Jose City College; **Damon Lewis Williams** - Assistant Dean, Diversity and Inclusion, Northwestern University; and **Damani White-Lewis** - Postdoctoral Scholar, University of Maryland College Park

Recruiting and retaining diverse faculty has always been a challenge. But COVID-19 has made it a bit more difficult. During this panel discussion, we will discuss specific guidelines and strategies to help ensure that institutions continue and improve diversity recruitment efforts for faculty. What are some best practices that institutions can employ?

Prior Learning Assessment:
A Tool for Supporting Formerly
Incarcerated and All Underserved
Adult Learners

This is a Seminar session and participation is limited on a first-come basis.

PRESENTERS: **Noa Kattler Kupetz** - Director of Independent Learning; **Michelle Navarre Cleary** - Associate Provost; and **Chris Dickson** - Assistant Dean of Student Services and Instruction, all of College Unbound

At College Unbound, our prior learning assessment (PLA) system directly gives us space to rethink what credit-bearing academic work is and can be. Our nonprofit college for adult learners utilizes PLA to best serve students often failed by higher education institutions, including formerly incarcerated students. College Unbound believes our PLA system, which we call “Learning in Public,” and which includes present learning as well, can and should be implemented nationally as part of a comprehensive strategy for creating equitable college access and journeys for these students. Experience the first steps of a PLA—a collaborative conversation identifying learning experiences, followed by an abbreviated version of credit/competency mapping. In a moment when the need for resources for underserved students is clearer than ever, prior learning credit can expedite vulnerable students’ degree completion and provide a platform for institutions to honor and reflect students’ success and learning outside the classroom.

How to Drive Positive Change during the Pandemic

Presenters: **Dominic Chase** - Vice President of Finance and Strategic Sourcing; and **Kara Monroe** - Provost and Senior Vice President, both of Ivy Tech Community College System; **Anita Bartelson** - Account Manager; and **Hester Tinti-Kane** - Senior Director of Marketing, both of Cengage

This session is focused on a story of collaborative leadership innovation. Community college leaders work hard to support their students and provide access to affordable, quality programs. In the midst of a global pandemic, this work becomes even more challenging, forcing leaders to quickly problem solve under high-stakes circumstances. At Ivy Tech Community College System, leaders rose to the challenge. Ivy Tech Community College is the nation's largest singly accredited statewide community college system and enrolls over ninety thousand students. When COVID-19 hit the state of Indiana, Ivy Tech leaders applied for and received over \$33 million in CARES Act allocations. As the funding came through, Dominic Chase, Vice President of Finance and Strategic Planning, researched which type of programs it could be used for and discovered that their allocation could be used to defray the costs of course materials. With the buy-in from leaders across Ivy Tech, the institution moved forward with the implementation of a system-wide subscription to a complete catalog of digital course materials from Cengage. Kara Monroe, Provost at Ivy Tech, led the strategic approach to the implementation of the system-wide subscription, making sure all students, including dual-enrollment and dual-credit students, could benefit from this new Ivy Tech approach to student affordability. The Cengage team played a vital role in this accelerated migration to new, digital course materials. Services and professional development as well as student support were all provided throughout the fall of 2020. Anita Bartelson, Ivy Tech's account manager, will share the partner's perspective in this exciting story.

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The Equity Action Framework: A New Tool for Assessing University System Progress toward Adoption of Essential Equity Practices

PRESENTERS: **Rebecca Karoff** - Associate Vice Chancellor for Academic Affairs, University of Texas System; **Rebecca Martin** - Executive Director, National Association of System Heads; **Chris Navia** - Associate Vice President for Student Success, University of Wisconsin System; **Dewayne Morgan** - Director of Education, Outreach and Pipeline Development, University System of Maryland; and **Rebecca Karoff** - Associate Vice Chancellor for Academic Affairs, University of Texas System

The NASH Equity Action Framework is an action-oriented approach to advancing equity work in systems and their campuses. It is intended to create momentum by utilizing a detailed assessment tool to build shared understanding of the ways the system does and does not support equity and motivate leaders to continue to engage the wider system community in planning and implementing improvements. Designed to be student-centric, the framework encompasses a broad spectrum of system and campus activity organized around nine essential equity practices: public commitment; leadership; data; policy; curriculum and cocurriculum; student success interventions; faculty and staff hiring, promotion, and rewards; professional development; and community engagement. Session participants will be introduced to the Equity Action Framework and have the opportunity to consider the activities of their own systems and campuses in the context of this rubric.

30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

11:15 AM - 11:45 AM

From Theory to Praxis: Centering Anti-Racism as a Mindset

Presenters: **Natalie Nagthall** - Guided Pathways Regional Coordinator (Los Angeles/Orange County); and **Maeve Katherine Bergman** - Guided Pathways Regional Coordinator, SF Bay Area, both of Foundation for California Community Colleges, Success Center

How can college communities dismantle white supremacy and systemic bias? First, do no more harm to racially minoritized students, faculty, and staff. Second, move from theory to praxis with practices, processes, and andragogy! The Guided Pathways Regional Coordinator team from the Foundation for California Community College's Success Center is honored to support students, faculty, and staff across California's community colleges. We provide no-cost coaching, curated resources, and technical assistance to 116 colleges implementing the Vision for Success to eliminate equity gaps within ten years via guided pathways redesign. We are excited to elevate student, faculty, and staff voices, specifically those defining anti-racism in their communities and engaging in truth-telling dialogue honoring racially minoritized community college members. We look forward to sharing not only practical models that colleges are using to start their transformation, but the mindset-shifting professional development which led multiple disciplines to apply an anti-racist lens to curriculum and services.

11:45 AM - 12:15 PM

Fostering an Anti-Racist, Inclusive Living-Learning Community

Presenters: **Rhonda Phillips** - Dean, Honors College; and **Megha Answer** - Clinical Assistant Professor and Director of Diversity, Inclusion, and Equity, both of Purdue University

In this conversation, Purdue Honors College's dean and its director of diversity, inclusion, and equity will discuss the process by which they developed the college's vision for an anti-racist, inclusive living-learning community. They will also discuss the college's administrative-pedagogical strategies to embed racial equity into the institution's daily routines, as well as into the foundational principles that govern its academic, residential, and programmatic pursuits. The discussion's primary focus will be sharing the college's innovative model of the diversity and inclusion team, and the cultivation of student leaders who lead peer-to-peer education on matters of structural and interpersonal racism. By breaking down the goals, challenges, and procedures entailed in developing rigorous initiatives that confront racism, the speakers hope to illustrate the applicability and adaptability of such processes for other institutions.

The Post-Pandemic Prospective Student: Successfully Recruiting Students Post-COVID

PRESENTERS: **Cory Berntson** - Senior Director of New Partnerships; and **Wes Miller** - Content Director, both of Wiley Education Services

The COVID-19 pandemic has left students, faculty, and campus leaders to wonder what the post-pandemic learning environment will look like for bachelor’s degree-seeking students and their families. Current and prospective students’ plans are changing, as are their priorities. Many who thought they knew exactly where they were going in the fall are now reconsidering. Cost, safety, and flexibility are far more significant factors than they were before. The pandemic has led to increased interest in online learning because of social distancing and other advantages of the modality, such as flexibility, affordability, and stability. Wiley Education Services has a unique opportunity to help address the questions, concerns, and misconceptions related to the online learning space for students in pursuit of an undergraduate degree. As a thought leader in education for more than twenty years—backed by one of the world’s foremost providers in research and education publishing—we work with colleges and universities to deliver a rich and meaningful learning experience to students. Together with our institutional partners, we have collaborated to define what a quality learning experience can look like in the post-COVID space. In this presentation, we will discuss key themes of delivering a successful online experience, including affordability, flexibility, safety, accessibility, modality, and quality.

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Moving Forward through Effective Campus Redesign

Presenters: **M. Christopher Brown II** - President; **Douglas R. Allen, II** - Chief Financial Officer; and **Beverly Schneller** - Vice Provost, Academic Affairs, all of Kentucky State University

The COVID-19 pandemic forced all providers of higher education to pivot in ways that, to say the least, left most quite uncomfortable and wondering what had happened. Kentucky State University used this time to address the continuity needs of its campus, reflecting on what was “essential” with the goal of moving forward, emerging stronger and more efficient as a result of the fiscal, cultural, and environmental hardships of COVID-19 on this HBCU campus of slightly over 2,000 students. The presenters will share how they used agile thinking and design thinking to reinvent the zeitgeist of the campus from “just-in-time” thinking to long-range planning. We used the immediacy of the COVID-19 remote experience to build new infrastructures, approaches to fiscal stewardship, and pedagogies, and we adapted the strategic plan to promote resiliency through a new business model driven by the merger of affordability with quality and a strong commitment to innovation.

International Education: Reciprocity and Equity in a Post-Pandemic World

PRESENTERS: **Rachel Arteaga** - Assistant Director, University of Washington; **Ben Gardner** - Associate Professor; and **Ron Krabill** - Professor of Interdisciplinary Arts & Sciences, both of University of Washington–Bothell; and **Anu Taranath** - Teaching Professor, University of Washington–Seattle

AAC&U recognizes “Diversity/Global Learning” as a high-impact educational practice. Discussions of international education—a term that encompasses study abroad programs and

that also pertains to other forms of learning in and about global contexts—often emphasize the benefits that students stand to gain in their roles as participants and learners. They less frequently examine the tensions inherent in international education and global partnerships. This discussion session shifts this focus to instead center the voices of those who operate at the point of impact for many international education programs: individuals from host countries who simultaneously play the roles of researchers, instructors, and program staff. The central goal of our session will be for participants to leave with a clear sense of current debates about reciprocity and equity in international education, and with actionable recommendations for change.



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HEDs Up Session

A series of 10-minute presentations within one hour, in the spirit of TED Talks.
MODERATOR: **John Zubizarreta**

In Defense of a Virtual Life: The Surprising Promise of Digital Classrooms

PRESENTER: **Christine Looser** - Associate Professor, College Head, Business College, Minerva Schools at KGI

With the onset of COVID-19, video calls have exploded. We log on for everything from happy hours with friends to work-from-home meetings with colleagues and classes with students. The phrase “Zoom fatigue” has entered the lexicon. People point fingers at the refresh rates of monitors, the millisecond gap in audio transmission, and the size of faces on screens to explain why we cannot pay attention in video meetings. This talk argues that the biggest challenge we face is not technology but rather ourselves. We make poor, yet fixable, decisions about our behavior in digital environments. Done well, virtual courses present an unprecedented opportunity to invite students into structured conversations that explore divergent viewpoints, capture attention, and enhance learning. This talk focuses on the science of attention, which will help you plan for engagement and limit distraction so you and your students can stay connected even when you’re physically apart.

Revitalizing the Mathematics Classroom: The Power of Oral Exams

PRESENTER: **Della Dumbaugh** - Professor of Mathematics, University of Richmond

Teaching mathematics online during COVID-19 has infused the seemingly antiquated tactic of oral exams with fresh purpose. This talk showcases how updating oral exams for the twenty-first-century (online) classroom helps students improve their communication, conquer anxiety, solve problems quickly, and think creatively. It outlines the nuts and bolts of how to give oral exams (including the essential secret for success), how to assess them, and how to harness student talent to assist in this process. This talk is for administrators and faculty who are interested in using the content of any discipline to cultivate and build effective skills that extend beyond the classroom. It is especially suited for those who desire to understand how even the mathematics classroom can serve as a foundation for broader life successes.

Vogue and Covid-19: Unlikely Partners in Student Engagement and Learning

PRESENTERS: **Tamra Wright** - Faculty and Director of Diversity, Equity, and Inclusion; and **Savannah Tolliver** - Student, both of Indiana University-Purdue University Indianapolis

As a result of the Covid-19 pandemic, many postsecondary institutions had to navigate a quick and challenging transition from in-person to online instruction. Faculty faced unscripted and complex challenges that required mid-course corrections to ensure that students remained connected and engaged. Using the “Vogue 73 Question Series” as inspiration, we created a weekly video series using Zoom to engage, teach, challenge, inspire, and support students. We are excited to share segments from the video series and talk about our experience working together as a student and professor on a project designed to promote authentic engagement and inspire students to rise to the challenge.

What Do They Really Want? Deploying Social Development Techniques Based on What Learners Say They Want but Can’t Use

PRESENTER: **Charisse Colbert** - Program Experience Manager, Western Governors University

Do you feel your efforts to engage your online learners are ineffective? Many studies have shown that more students are successful when they work together in cohorts using social and academic resources provided by their university. Many universities have tried to connect students academically and socially to accomplish the successful completion of their coursework. Our study explores the behavior of students who pursue their education in cohort groups when given access to resources proven to help them achieve success. Which modern techniques can educators implement to increase student engagement in the cohort with the goal of increasing course and degree completion? Spend ten minutes with leaders in education from an online competency-based university to gather some ideas that may turn your efforts from ineffective to effective.

Examining Student Momentum, Success, and Achievement Gaps with the Postsecondary Data Partnership (PDP)

PRESENTERS: **Lisa Stich** - Senior Specialist, Postsecondary Data Partnership, National Student Clearinghouse; and **Charles Ansell** - Vice President for Research, Policy, and Advocacy, Complete College America

In uncertain times, higher education must act with intentionality to ensure both students and institutions thrive. The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student progress and outcomes to identify where to focus their resources. Diversity, equity, and inclusion are at the center of the PDP to better understand student subpopulations and to close equity gaps on college campuses. The ability to distinguish and understand trends from the data about low-income and first-generation students, students of color, and more will provide institutions the ability to assess if their student success initiatives are working and target subpopulations who need additional support. Participants in this session will see the interactive Tableau dashboards that are currently available to organizations that submit to the PDP. Audience members will use polling software for participant interaction and will be able to ask questions following the presenters’ remarks.

Faculty Perspectives on Teaching Capstone Experiences: A Multi-Institutional Research Study

PRESENTERS: **Morgan Gresham** - Associate Professor of English, University of South Florida St. Petersburg; **Caroline Boswell** - Associate Professor and Director, Center for the Advancement of Teaching and Learning, University of Wisconsin Green Bay; **Matt Laye** - Assistant Professor of Health and Human Performance, College of Idaho; and **Olivia Anderson** - Clinical Assistant Professor, University of Michigan

As part of a larger research seminar of twenty-three researchers from twenty-one North American, UK, and Australian institutions, we are

a team from five US institutions exploring the landscape of contemporary capstone/culminating experiences from the faculty perspective. This research session shares data from an emerging multi-institutional, mixed methods research study on faculty perspectives about designing and teaching capstone experiences as well as strategies for supporting faculty who teach capstones. The panelists will facilitate discussion about how this research informs institutional-, programmatic-, faculty-, and staff-level efforts to design, implement, and assess high-impact capstone experiences.

POD Panel: Lessons Learned from the Transition to Remote Teaching during COVID-19 and Recommendations for Leaders

PRESENTERS: **Andrea Aebersold** - Director of Faculty Instructional Development; and **Danny Mann** - Director of Graduate Student & Postdoctoral Scholar Instructional Development, both of University of California, Irvine

During the COVID-19 response in spring 2020, many institutions of higher education turned to centers for teaching and learning (CTLs) and their equivalents to support the transition to remote teaching. We investigated this transition from the perspectives of over 140 CTLs across a variety of institution types. We identified patterns regarding CTL interactions with other campus stakeholders, what these individuals felt worked and did not work in their CTL’s response, and their recommendations moving forward. Based on our results, we have compiled a number of recommendations for campus leaders, CTLs, and faculty as we prepare for the future. In this session, participants will reflect on the results from this study and discuss how the findings relate to their own experiences and goals for improving teaching and learning during these unprecedented times.

The Academic Leader’s Toolkit:
Linking Strategic Planning
and Assessment to Successfully
Navigate Change

ACAD Session

PRESENTER: **Tara Hornor** - Associate Professor and Coordinator of Higher Education Leadership Programs, The Citadel

This presentation will highlight innovative measures academic leaders can utilize in linking systemic strategic planning and assessment processes to enhance educational and institutional outcomes. The presenter will demonstrate specific strategies for linking assessment and strategic planning that keeps the planning process effective, efficient, and manageable, while promoting an institution-wide culture of continuous improvement.



12:45 PM - 1:45 PM

CONCURRENT SESSIONS 6

Strengthening Guided Pathways
and Career Success by Ensuring
Students Are Learning

PRESENTERS: **Tia Brown McNair** - Vice President for Diversity, Equity, and Student Success, and Executive Director for the TRHT Campus Centers, Association of American Colleges and Universities; **Tina Babb** - Director of Institutional Effectiveness, Amarillo College; **Jim Cronmiller** - Professor; and **Susan Hall** - Assistant Director of Curriculum and Assessment, both of Monroe Community College; and **Linda Garcia** - Executive Director, Center for Community College Student Engagement

Hundreds of colleges across the country are implementing the guided pathways framework to advance student success. Early evaluations have shown considerable progress on the first three pillars of the framework: (1) clarify the paths, (2) help students get on a path, and (3) help students stay on their path. AAC&U, in collaboration with the Center for Community College Student Engagement at the University of Texas at Austin, is currently working with twenty community colleges to build institutional capacity and develop resources that will help institutions strengthen their efforts to advance work on the fourth pillar, ensure students are learning, as

part of the guided pathways framework. This facilitated discussion will focus on the campus teams’ progress to date, with emphasis on faculty development, equity-focused assessment of student outcomes, and campus participation in the VALUE Institute.

The New Nimble: Learning from
COVID-19

PRESENTERS: **José Antonio Bowen** - Principal, Bowen Innovation Group, LLC, and Senior Fellow, AAC&U; and **Bryan Alexander**

Before COVID, there were changing demographics, a need for greater equity, a problem with tuition and costs, and growing political and public sentiment that higher education needed reform. Now, after a forced reimagining of our pedagogy, campus experience, equity, use of technology, and costs, what did we learn? What do we want to preserve? Can we use this crisis (finally) to make substantial revisions to our institutions? This will be a structured discussion. We will begin with a summary of national data about enrollment, revenue, policies, and student satisfaction, followed by a lightning round of table responses

about what worked and what did not. After a brief case study, we will discuss how to capture and preserve the best innovations and look at designs for more nimble innovation processes that can both prepare us for the continuing uncertainty but perhaps also position us better for more strategic future decision making.

COVID-19 as an Accelerator
of Globally Networked Liberal
Learning

PRESENTERS: **Stephanie Doscher** - Director, Office of Global Learning Initiatives; and **Sherry Andre** - Director, both of Florida International University; **Franklin Velasco** - Associate Professor of Marketing; and **Alex Rendon** - Director of Operations, both of Universidad San Francisco de Quito

Just as it takes a village to raise a child, it takes a globally networked learning community to educate a global citizen. Administrators and faculty from Florida International University (FIU) and Universidad San Francisco de Quito (USFQ) will explore the high-impact educational and institutional capacity-building practices that characterized their liberal learning partnership pre-COVID—such as study abroad and international research and internships—and those that have been accelerated post-COVID, such as collaborative online international learning (COIL) engagements across languages, disciplines, and generations. Other mutually reinforcing, complementary activities include professional development, collaborative strategic planning, administrative mentorship, and global partner connections. FIU and USFQ will discuss how they use strategies and technologies to embed globally connected liberal learning experiences within the curriculum, making these accessible even when mobility is impossible, thus delivering on their shared commitment to providing global citizenship and liberal education to all.

Delphi Award Panel: Campus
Innovations in Supporting
Contingent Faculty

PRESENTERS: **Ashley Finley** - Senior Advisor to the President and Vice President of Strategic Planning and Partnerships, Association of American Colleges and Universities; **Adrianna Kezar** - Professor of Education, University of Southern California; **Rebecca Burdette** - Director, Communication across the Curriculum, Louisiana State University; **Rebecca Collins** - Director, Grant Writing and Initiatives, Northcentral University; **John LaNear** - Provost, Northcentral University; and **Chelsea Young** - Vice President, Academic Engagement, Northcentral College

In this session, we review campuses that have moved to create better policies and practices to support contingent faculty. These campuses were identified through an award given by the Delphi Project on the Changing Faculty and Student Success in partnership with AAC&U. Campus leaders will describe the new policies, practices, and programs implemented, how changes were negotiated and achieved, in addition to sharing advice and lessons learned. Delphi Project staff will provide background about the award goals and provide information for campuses that may want to apply in the future.

Reinventing the Post-Pandemic
Liberal Arts College

PRESENTERS: **Steven Volk** - Codirector, Consortium for Teaching and Learning, Professor of History Emeritus, Oberlin College, Great Lakes Colleges Association; and **Beth Benedix** - Professor Emerita of World Literature, Religious Studies, and Community Engagement, DePauw University

For small liberal arts colleges (SLACs), the pandemic shutdown has had dire financial implications. In our recently published book (The Post-Pandemic Liberal Arts College: A Manifesto for Reinvention), we contend that the crisis we face is deeper, demanding a reassessment of the ways SLACs have failed to deliver on many of their promises to provide an equitable and inclusive education. In this workshop, we invite the audience into a brainstorming session to imagine what it would take to design a truly equitable, inclusive, anti-racist liberal arts college

from the ground up, considering admissions criteria, hiring practices, and internal structures that would facilitate a culture of equity, access, agency, relevance, rigor, and solidarity. It is our hope that participants will leave the session energized, clearer about how to begin to make necessary changes, and encouraged by the promise of broad collaboration with others.

Leading While Black: Confronting Racism at a Predominantly White Institution

PRESENTERS: **Shirley Collado** - President; **La Jerne Cornish** - Provost and Senior Vice President for Academic Affairs; **Christine McNamara** - Clinical Associate Professor/Clinic Director, Physical Therapy program; and **Rosanna Ferro**, Vice President Affairs and Campus Life, all of Ithaca College

In the fall of 2019, La Jerne Cornish began a second year as provost and senior vice president for academic affairs at Ithaca College (IC). Near the end of the fall semester, three separate incidents involving race happened in IC classrooms. Cornish met with faculty and told them that students believed some faculty were racists. Faculty responses to the sharing of student beliefs ranged from anguished, to unsurprising, to disbelieving, to dismissive, to confrontational, to insulting. Deciding that community education was necessary, Cornish invited the IC community to participate in a slow read of Ibram X. Kendi’s text, How to Be an Antiracist, over winter break. In this session, administrators will recount a path forward for Ithaca College that was activated and accelerated by a strategic plan, twin pandemics, and another group of students who dared to ask, “What will be different when we return to campus?”

Using Data for Holistic Learning: Lessons from the Field

PRESENTERS: **Pam Bowers** - Associate Vice President for Planning, Assessment, and Innovation, University of South Carolina–Columbia; **Helen Chen** - Research Scientist, Designing Education Lab, Stanford University; **Ken O'Donnell** - Vice Provost, California State University–Dominguez Hills; and **Amelia Parnell** - Vice President for Research and Policy, NASPA–Student Affairs Administrators in Higher Education

Given the data that are available to us about high-impact practices (HIPs), how do we improve the quality and effectiveness of what we know about our curricular and cocurricular educational programs so that we can create more meaningful records of learning achievement for our institutions as well as our students? How can we improve our institutional data, and our use of the data, to advance program quality, inclusion, and equity of outcomes in HIPs and the cocurriculum? Join us for an interactive discussion aimed at taking a pragmatic approach to exploring the fundamental questions and issues surrounding data: How are data defined on a campus? Who owns data and who has access? What technology infrastructure is necessary to support systematic reporting and analysis? What are the ethical implications related to privacy and transparency of intention?

30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

12:45 PM - 1:15 PM

Humanities Pathways, Faculty Development, and Students’ Career Readiness

PRESENTERS: **Douglas Hicks** - Dean of Oxford College and William R. Kenan Jr. Professor of Religion; and **Michael Elliott** - Dean of Emory College of Arts & Sciences and Charles Howard Candler Professor of English, both of Emory University

Worried about decreasing enrollments, many institutions are working to ensure that students understand the value of a humanistic education for their future careers. But how can we engage humanities faculty and support them to adapt their curricula? At Emory University, we have launched a Humanities Pathways project, with a grant from the Andrew W. Mellon Foundation, to prepare humanities faculty to connect their teaching with career exploration and associated learning outcomes. In this session, we describe strategies we developed and our findings from phase one of this project—including professional development for faculty, alumni engagement, reading groups, and engaged-learning courses—and share what we plan for upcoming phases and what we have learned about similar strategies on other campuses. We invite participants to discuss examples from their institutions so that we can ensure that the next generation of students benefit from the richness that a humanistic education affords.

1:15 PM - 1:45 PM

Center for Excellence in Teaching and Learning and Academic Affairs: Building an Effective Partnership during Crisis

PRESENTERS: **Jeff Ball** - Director, Center for Excellence in Teaching and Learning; and **Elizabeth Mosser** - Associate Dean of Academic Operations, both of Harford Community College

Teaching and learning is the heart of higher education, and at Harford Community College, we knew the faculty-led Center for Excellence in Teaching and Learning (CETL) should be central to this work. When COVID-19 hit, we were forced to respond quickly to the virtual working and learning environments. From this, the full potential for CETL came to fruition as it became the hub for encouraging faculty to make a paradigm shift in the way we think about our teaching and learning. Through this interactive session, we will show how CETL and Academic Affairs partnered to provide immediate support to faculty while strategically thinking about how that could also be the foundation of a robust future for the CETL and faculty development. We will look at four key areas as examples of approaches to solving

A Teach-In and Farther Out: Growing an Anti-Racist Campus from the Seedbed of a Shared Learning Experience

PRESENTERS: **Beatriz Gonzalez** - President, Wolfson Campus; and **Jamie Anzalotta** - Dean of Students, both of Miami Dade College; and **Issac Carter** - Critical Educator and Diversity Coach, The Coaching Imperative

This session presents an arc of campus development as it journeys forward in combatting racism. The Wolfson Campus of Miami Dade College chose to intentionally work against racism through a recommitment to improved direct services, organizational education, and strategic actions focused on systemic variables related to equity and inclusion. The presentation is a case study of a large urban campus within one of the biggest community colleges in the United States that is addressing the complex, negative consequences of racism. Beginning with the steps in developing an anti-racism teach-in and how it served as the springboard for comprehensive campus engagement in creating a more inclusive environment, the presentation will further demonstrate the growth of the campus as it worked with college-wide strategy and partners towards equity-minded outcomes. Finally, the session will present three different stakeholder perspectives in the development of organizational strategies and culture that promote equity and inclusion.

Leveraging Shared Governance in Times of Crises

PRESENTERS: **Kristin Bonnie** - Professor of Psychology, and Associate Dean of Faculty and the Learning Experience; and **Matt Tedesco** - Professor of Philosophy, both of Beloit College; **Malcom Hill** - Vice President for Academic Affairs and Dean of the Faculty; and **Joshua McIntosh** - Vice President for Campus Life, both of Bates College; **Sara Freeman** - Professor of Theatre; and **Kristine Bartanen** - Professor, Provost Emerita, both of University of Puget Sound

Crisis situations demand swift and careful responses by colleges and universities. Well-established shared governance structures and processes, trust, and effective communication

provide the bases for these responses, yet the space and pace at which shared governance typically operates may be neither effective nor efficient in producing necessary rapid, innovative, and responsible change. And, such situations can lead to the erosion of trust among key stakeholders. In this session, faculty and administrative deans from three liberal arts colleges will share examples of their campus responses to COVID-19, including shifts in teaching modalities, academic calendars, budgets, and shared governance itself. The ways in which previous strategic planning processes, new collaborative structures, trust, and disruptions to traditional communication modalities informed emergent decision-making will be discussed. Participants will interactively consider strengths and challenges of shared governance on their own campuses and outline strategies and tactics for decision-making that preserves trust through unprecedented challenges while simultaneously being mindful of opportunities for long-term transformation: communications, resources, team-building, and campus morale.

How to Create Community through Technology

PRESENTERS: **Sam McLean** - Research Vice Chair, Department of Anesthesiology, University of North Carolina; **Judd Nicholson** - Vice President and Chief Information Officer, Georgetown University; and **Catherine Zabriskie** - Senior Academic Technology Officer, Brown University

Students and faculty have experienced digital-learning fatigue that is driving lower satisfaction and higher dropout rates. Researchers need to process larger amounts of data faster to win grant funding. This new normal is putting unprecedented pressures on institutions and is requiring flexible, blended experiences for all. Join campus leaders and the Google Cloud team to learn about proactive approaches to creating community through technology.

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30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

12:45 PM - 1:15 PM

Fostering Transformative Learning in Community-Engaged Courses

PRESENTERS: **Deborah Reisinger** - Associate Professor of the Practice; and **Joan Clifford** - Assistant Professor of the Practice, both of Duke University

How can educators create spaces for transformative learning, particularly when these courses are conducted in a second language? Presenters will share results from a research study about transformative learning in world language service-learning and community-engaged courses. The study was designed to identify which classroom and community-based activities lead to transformative learning in world language learners, and which are associated with changes in students' beliefs, attitudes, and perceptions. Results from student surveys will be supported by evidence from students' written reflections in order to underscore how faculty can best set the stage for transformative learning, even in online environments. Participants will be engaged throughout the presentation in discussions of survey data and will have opportunities to consider how to apply findings within their own institutional contexts.

1:15 PM - 1:45 PM

Key Practices for Fostering Engaged Learning: Findings from Six Multi-Institutional SoTL Projects

PRESENTER: **Jessie Moore** - Director, Center for Engaged Learning, Elon University

Drawing from multi-institutional scholarship of teaching and learning (SoTL) projects, the presenter will share key practices for fostering engaged learning in and beyond the classroom.

30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

12:45 PM - 1:15 PM

The Critical Role of Messaging in Implementing an Effective Student Learning Outcomes Process

PRESENTERS: **Shawna Freeman Lane** - Assessment Committee Chair and Business Faculty; and **Aaron Moehlig** - Assessment Committee Vice Chair and Chemistry Faculty, both of Highline College; and **Pat Hutchings** - Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA)

This session will provide an example of how a campus used intentional communication strategies to facilitate culture change. Highline College is a community college with a long history of valuable course-level assessment work. However, transitioning to thoughtful assessment at the college level was a new challenge, and the assessment committee chose to take on this task in two phases. The first phase involved an orienting and planning year (2019–20), while the second phase involved extensive communication and messaging. In developing the LEAD (Learning-Centered, Equity-Focused, Alignment, and Development) Assessment Initiative, the college has been managing large-scale change during the COVID-19 pandemic for remote teaching and learning. The messaging initiative has led to more transparency and the development of a common language and a collective mindset that is open to flexibility and change.

1:15 PM - 1:45 PM

How Identifying Racial Equity Gaps in Student Success Helped Inform a University Response to COVID-19

Track: Equity and Student Success

PRESENTERS: **Vanessa Kahren Johnson** - Interim Dean of the Graduate School; **Tammy James** - Professor; **Josh Auld** - Professor; and **Jeffery Osgood**, all of West Chester University of Pennsylvania

Racial equity gaps in student success persist in higher education, yet we continue to struggle with developing effective methods to close these gaps. In this presentation, we argue that designing supports specifically for African American men is more likely to close racial equity gaps than broader universally focused programs. By understanding and addressing the specific unintended obstacles that serve as barriers to student success for African American undergraduate men we are able to potentially improve retention and graduation rates for these students and to change university processes that may impede racial equity. Moreover, the lessons learned from these more targeted programs can then be used universally. Join us in discussion of the COMPASS program and the lessons learned across campus that reached further than the academic progress of a small group of underrepresented students, helping to inform the university’s response to remote operations.

HEDs Up Session

A series of 10-minute presentations within one hour, in the spirit of TED Talks.

MODERATOR: **Kate Drezek McConnell**

From Christopher Columbus to Black Lives Matter: Why Anti-Racist Education Requires Interfaith Literacy

PRESENTER: **Jacqueline Bussie** - Professor of Religion; Director of Forum on Faith and Life, Concordia College–Moorhead

Why, amid the twin pandemics of COVID-19 and racial injustice, should you and your higher education institution prioritize interfaith studies and interfaith literacy? Because to do so is a crucial step in becoming an anti-racist campus with an anti-racist curriculum. Citing primary sources that range from Christopher Columbus’s letters, to Ibram Kendi’s How to Be an Anti-Racist, to Black Lives Matter cofounder Patrissee Cullors’s memoir, this pithy yet powerful presentation exposes the radically overlooked historical connections between race/ racism and religion in (1) the colonization, enslavement, and ethnocide and genocide of Native peoples across the Americas; (2) the oppression/ enslavement of people of African descent; and (3) the liberation of Black people in the civil rights and Black Lives Matter movements. Using crucial findings from the interfaith studies classroom, the presentation concludes that we cannot adequately educate about race/white privilege/white supremacy on our campuses without educating about religion/Christian privilege/ Euro-Christian supremacy.

Museum as Stage: Opening Doors through Oral History Performance

PRESENTERS: **Jeffrey Pufahl** - Lecturer; and **Eric Segal** - Director of Education, both of University of Florida

Art museums and universities are often perceived by local community members as closed-door institutions. This presentation discusses a multi-partner theatre-based project through which faculty, students, community members, and several campus units approached the challenge of connecting with communities. Oral History Performance for Social Change—a collaboration between the Harn Museum of Art, the Center for Arts in Medicine, and the Samuel Proctor Oral History Program—explored (1) how themes in the artwork of African American painter and printmaker Jacob Lawrence could be connected to the history of local communities through oral history performance; (2) how students could engage with the oral history archive and the community around topics of race, civil rights, and inclusion; (3) how performing oral history in the exhibit could generate critical dialogue between students and community members; and (4) how this program could produce inclusive space in a museum.

Responding to a Global Health Crisis Locally: UC Davis’s Participation in a Local Food Bank Response to COVID-19

PRESENTER: **Robb Davis** - Director, Intercultural Programs, University of California–Davis

On March 18, the day before the governor of California issued a shelter in place order for the entire state, the Yolo County Food Bank made its first fifty of what would become over 34,000 “doorstep” deliveries of food to vulnerable groups. Students, faculty, and staff of UC Davis were there from day one, providing critical technical support, developing the program, and managing hundreds of community volunteers each week. Come learn about how UC Davis was positioned to respond quickly and substantively and create an example of what it means to respond to global challenges locally.

Responding to Covid-19: How Public Liberal Arts Helps Students Engage

PRESENTERS: **Lytton Smith** - Director, Center for Integrative Learning, Associate Professor; and **Mackenzie Gerringer** - Assistant Professor of Biology, both of State University of New York at Geneseo

This session will explain a cross-disciplinary, integrative, self-reflective course offered to incoming public liberal arts students in response to urgent issues of the world around them. SUNY Geneseo’s Social Change in NY: Responding to Crisis one-credit course was devised this past May and June by the Center for Integrative Learning and featured six SUNY Geneseo faculty across biology, Black studies, business, communication, English, and history. This presentation will succinctly introduce the process of devising the course; outline the form the course took as a synchronous/ asynchronous hybrid course with a Canvas “textbook,” YouTube playlist, and digital discussion tools including Padlet; and offer takeaways that allow attendees to adopt approaches to preparing incoming students that reflect their own campus cultures and needs.

High-Impact Practices as Instruments of Social Change

PRESENTERS: **Claire Jacobson** - Vice President, Campus Strategy, Student Opportunity Center; and **Erin Webster Garrett** - Assistant Vice Provost for REAL, Virginia Commonwealth University

High-impact practices (HIPs) forge connections between in-class and out-of-class learning, foster relationships between students and faculty, and help to close equity gaps for students of color and first-generation students. Despite this evidence, deployment of HIPs is unsystematic, and institutions undercapitalize on HIPs as a tool to close equity gaps and to help more students succeed to graduation and successful professional lives. In 2016, Virginia Commonwealth University President Michael Rao guaranteed every student equitable access to high-quality, transformative activities through the Relevant, Experiential, and Applied Learning (REAL) initiative. Over a two-year period, VCU developed a taxonomy for experiential learning that standardized definitions; created a four-tiered measurement system; and built an equity dashboard. Through investments in technology and data collection, as well as in developing collective leadership across the university, REAL is now prepared for the next phase: moving from high-level priority-setting to operational design and implementation of strategic initiatives. COVID-19 has further heightened economic and educational divides, and this session will use VCU REAL as a case study to help participants reflect on how the last six to nine months have (re)shaped definitions of quality, equity, and student success.

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Equity and Inclusion in Online Learning Spaces: Moving from “Tech-Focus” to Anti-Racist Practice

ACAD Session

PRESENTERS: **Christa Craven** - Dean for Faculty Development, College of Wooster; **LeeRay Costa** - Director of Faculty Development, Hollins University; **Ivonne Garcia** - Chief Diversity, Equity, and Inclusion Officer, College of Wooster; and **Maria Hamilton Abegunde** - Faculty, African American and African Diaspora Studies and Director, The Graduate Mentoring Center, Indiana University Bloomington

This session tackles concerns about equity, inclusion, and intentional anti-racist practice in shifts toward online teaching in 2020. We will discuss the ways that, when used unreflectively, technology can reproduce and further naturalize existing structural inequalities and cause harm to our students (and colleagues). Panelists will share ideas to disrupt this process from their campuses and invite participants to share.



FORUM ON DIGITAL LEARNING AND EPORTFOLIOS

12:45 PM - 1:45 PM

OPENING KEYNOTE

Where Can We Go from Here? Preparing to Teach in the Time of COVID-19 and Beyond

PRESENTERS: **Tracie Addy** - Associate Dean of Teaching and Learning, Lafayette College; and **Terrel Rhodes** - Vice President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE, Association of American Colleges and Universities

The impact of the COVID-19 pandemic continues to result in many instructors learning new teaching strategies, experimenting with unfamiliar instructional approaches, and reflecting on effective classroom practices in ways that they have never done before. How do instructors navigate the current challenges and prepare to teach this spring as well as post-COVID? This session, the opening keynote to the Forum on Digital Learning and ePortfolios, will describe the critical characteristics of today’s instructors that enable them to facilitate student learning at this moment in higher education.

AAC&U thanks Watermark for their sponsorship of the Forum.



2:00 PM - 3:00 PM

ACAD KEYNOTE EVENT

Adapt or Fail: Transformational Leadership in Rapidly Evolving Environments

MODERATOR: **Marci Sortor** - Provost and Dean of the College, St. Olaf College; KEYNOTE PRESENTER: **Dan Monroe** - Rose-Marie and Eijk van Otterloo Executive Director and CEO, Retired, Peabody Essex Museum

Rapidly evolving operating environments present entirely new institutional and personal challenges and opportunities. Deeply embedded behaviors, especially the fear of losing something an organization or individual already possesses, create serious impediments to adapting quickly to new conditions. Institutional leadership strategies that have yielded success in “normal” times often become prescriptions for decline or failure in rapidly changing environments. Major disruptive environmental changes, like those generated by Covid-19, not only present immediate, profound, and new challenges to institutions and their leaders but also amplify longstanding underlying issues and problems. In such situations, transformational leadership is often required to fundamentally recalibrate institutional goals, priorities, values, and practices. Transformational leadership is, by definition, an exception to the rule. This talk will focus on strategies and principles leaders may employ to help transform their institutions and adapt them to new operating conditions, challenges, and opportunities.



2:00 PM - 3:00 PM

FORUM ON DIGITAL LEARNING AND EPORTFOLIOS
CONCURRENT SESSIONS 1

Active Digital Learning:
Aligning Course Outcomes to
Real-World Action

Presenter: **Alisha Stanton** - International Education
Program Manager, University of Denver

In response to the dynamic nature of recent global crises, this session highlights a course structured around student projects that presented an opportunity to respond and take action to real-time events. This digital learning strategy is an integrative process that unifies the real world into learning content—making learning relevant to what students are experiencing and seeing in their lives outside the classroom. This discussion will present possible challenges, additional activity ideas, equity opportunities, and a final open discussion about inclusivity and diversity in relation to active digital learning.

Empowering Students to
Integrate Learning via
ePortfolios: Pedagogical
Approaches from First-Year
to Professional

Presenters: **Elize Hellam** - ePortfolio Program Manager; Patrick O’Neil - Professor, Politics and Government; **Elise Richman** - Professor of Art, Painting; **Gregory Johnson** - Visiting Assistant Professor, Biology; **Renee Watling** - Clinical Assistant Professor; and **Renee Houston** - Associate Dean of Experiential Learning and Civic Scholarship, all of University of Puget Sound

How do we encourage students to think deeply about their learning and integrate their major, interests, and experiences? How can faculty utilize ePortfolio pedagogy to achieve their specialized learning objectives? This faculty panel will present unique ways ePortfolios support learning across

the university, from art to biology and from introductory courses to graduate programs. Some panelists will share a single-page, “bite-sized” approach to ePortfolios that can deepen learning while requiring minimal shifts to course assignments, while others will consider how learning can be reimaged through immersive approaches to ePortfolios that scaffold evidence collection and reflection over time. Panelists will share stories of getting started, sample assignments, and the value derived from having students digitally integrate their learning. Join us to explore approaches to initiate course- or program-based ePortfolios, ignite faculty creativity, foster reflective practice, and empower students to articulate their learning.

Getting to ePortfolios through
Assessment: A Process Model for
Integrating Portfolio Pedagogical
Concepts through Training for
Program Assessment

Presenters: **Tom Lilly** - Director of Academic Assessment; and **Rebecca Cooper** - Professor of Curriculum and Instruction, both of Georgia Gwinnett College

“Getting to ePortfolios through Assessment” presents important lessons learned from the authors’ design and delivery of a two-day faculty workshop at their institution, Georgia Gwinnett College, on how to use the ePortfolio platform Via. The presentation will review faculty trainer experiences and participant reflections, discuss important training tools for integrating ePortfolio cases at scales suitable for the assessment of unique programs, and showcase some products from the training. The audience and presenters will discuss the overriding approach the training takes with respect to how to incorporate portfolio concepts, namely, to focus on the quality of artifact-based assessment in producing

better program assessment data as a means of introducing portfolio concepts by embedding them as features of program assessment practice.

High-Impact Practices for
Transforming Online Learning
during COVID-19

Presenters: **Theresa Conefrey** - Lecturer, Santa Clara University; and **Davida Smyth** - Associate Professor, The New School

During the rapid and sudden move to online education that characterized the early days of the COVID-19 pandemic, we saw many students struggle with motivation. To help our local and international students persist in these uncertain times, we advocate for a greater emphasis on high-impact practices, partnered with inclusive pedagogies such as transparency in course design, activities, and assessments. We suggest that first-year seminars, ePortfolios, and project-based learning are important tools for encouraging a growth mindset and sustaining a sense of community so that all students will feel confident in their ability to meet course learning goals no matter what the learning mode.

How To: Internal Faculty
Courses, Training, and Resources

Presenters: **Joseph Fees** - Assistant Professor; Alexa Silver - Professor; **Ordner Taylor**, Visiting Assistant Professor of English; and **Tina Petrovic** - Lecturer, all of Delaware State University

With widespread budget cuts for institutions across the country, internal training courses for faculty can provide universities with significant cost savings and maximize the impact of professional development. This presentation will explain the best practices for creating internal courses and faculty training for small and medium-sized institutions. In-house training and courses for instructors can save universities the substantial expenses for registration and travel and can focus on the unique needs of the faculty, student population, and institution in order to maximize impact. The presentation will explain how Delaware State University designed and implemented

these trainings with positive results. In particular, it will examine an online course conversion class developed and offered during the summer of 2020, including how it was implemented and facilitated as well as the overall benefits of the training.

Paving the Way to Programmatic
Improvement and Student Self-
Assessment with ePortfolios

PRESENTERS: **Shannon Cuff** - Associate Provost for Adult, Online, and Graduate Education, Drury University; and **Webster Thompson** - Executive Vice President of Business Development, Watermark

Join Drury University’s journey toward driving continuous quality improvement with ePortfolios. Learn how Via by Watermark assists faculty in assessment planning development and cultivating data for analysis. Additionally, we’ll uncover how the ePortfolio structure serves as a high-impact practice for students to track their academic growth over time as they cultivate artifacts to showcase for employers. The session will highlight implications for programmatic improvement to enhance student learning, and you won’t want to miss examples from Drury’s School of Education and general education curriculum that you can bring back to your campus.

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2:00 PM - 3:00 PM

CONCURRENT SESSIONS 7

Global Learning and Diversity, Equity, and Inclusion: Bringing Together Two Powerful Practices

PRESENTERS: **Dawn Michele Whitehead** - Vice President of the Office of Global Citizenship for Campus, Community, and Careers, Association of American Colleges and Universities; **Karen Dace** - Vice Chancellor for Diversity, Equity, and Inclusion, Professor of Communication Studies; and **Hilary Kahn** - Associate Vice Chancellor for International Affairs, both of Indiana University–Purdue University Indianapolis; **El Pagnier K. Hudson** - Senior Vice President of Human Resources and Vice Provost of Diversity, Equity, and Inclusion; and **Hilary Landorf** - Executive Director of Global Learning Initiatives, Associate Professor of International and Intercultural Education, both of Florida International University

The double pandemic of COVID-19 and America’s racial reckoning has forced institutions of higher education to reimagine practices and policies to meet this moment of uncertainty and the opportunity for innovation to engage all students. Global learning is not immune from these changes. The disruption of the most high-profile aspect of global learning, mobility, has pushed institutions to rethink how students engage in global learning, and a key connection is with the concepts of diversity, equity, and inclusion. This session will explore how global learning and diversity, equity, and inclusion initiatives could be integrated to advance student learning in meaningful ways by reframing student experiences, professional development, and curricular and cocurricular connections to integrate the foundational principles of both practices. Voices from senior international officers and chief diversity officers will guide this conversation.

Increasing Opportunities for Racial Equity in STEM Departments through Reflection and Thoughtful Conversations

This is a Seminar session and participation is limited on a first-come basis.

PRESENTERS: **Pamela Leggett-Robinson** - Executive Director, PLR Consulting; **Nichole Powell** - Associate Professor of Chemistry, Oxford College of Emory University; and **Pamela Scott Johnson** - Dean, College of Natural and Social Sciences, California State University–Los Angeles

Higher education institutions and STEM departments have long served as arenas where social inequities have been produced and reproduced by privileging some social identities while marginalizing others. Within the last months, STEM departments have begun to look more closely at and seek ways to simply address these inequities. However, many of the avenues taken have been webinars to “talk” about the barriers or provide anecdotes from groups that “fit” into the marginalized group. This session aims to build momentum and capacity to support STEM faculty and administrators in the journey of confronting racism and promoting racial equity by creating opportunities for participants to discover their personal view of “STEM barriers” in higher education through activities of reflection, deconstruction of disparities, and exploration of transformative solutions that lead to change.

Interrupting Privilege: Building Anti-Racist Spaces of Dialogue and Critique in the Classroom and in the Community

PRESENTERS: **Kathleen Woodward** - Lockwood Professor in the Humanities and Professor of English, Director, Simpson Center for the Humanities; **Ralina Joseph** - Associate Professor; **Meshell Sturgis** - PhD Candidate; and Chardonnay Beaver, all of University of Washington–Seattle; and **LaNesha Debardelaben** - Executive Director, Northwest African American Museum

How can we interrupt racial privilege? How can we build anti-racist spaces of dialogue and critique in the undergraduate classroom and in the community and bring the two together in the process? How can students, with community support, stop interpersonal aggressions of racism in their tracks? How do partnerships between university students and community members yield engaged knowledge that generates real-life solutions to the problems of racism? Building on three years of experiment and experience at the University of Washington and at the Northwest African American Museum, the panelists will consider the importance of radical listening and intergenerational and university-community dialogue and critique. The panelists will also address the challenges and potentialities that emerge when, as with Covid-19, it is no longer possible to meet in person. In addition to faculty and members of the community, students will also participate.

Transfer Stories and Strategies: How Different Groups Experience the Transfer Journey and What Intersegmental Partnerships Can Do to Help Students Stay on Path during COVID

PRESENTERS: **Darla Cooper** - Executive Director, The Research and Planning Group for California Community Colleges; **Ken O'Donnell** - Vice Provost, California State University–Dominguez Hills; and **Keith Curry** - President/CEO, Compton College

When students make significant progress toward transfer, why don't they make it “through the gate” to a university? What do different student groups say affects their transfer journey, and how do they suggest strengthening their path to the baccalaureate in the context of COVID and beyond? Learn about new findings from the Research and Planning Group for California Community Colleges’ Through the Gate transfer study, including results from surveys and interviews with over eight hundred community college students who were close to transfer but had not yet made it to university. Hear what the research suggests about the university role in taking a more integrated and holistic approach to ensuring community college students achieve their bachelor’s degree. Discover one emerging intersegmental partnership designed to boost equitable transfer outcomes through the codevelopment of meta-majors that allow students to explore a range of disciplines and engage with high-impact practices while accumulating progress toward their baccalaureate.

Territorium Platform Case Study: Competency/Skills-Focused Education

PRESENTERS: **Guillermo Elizondo** - CEO and Cofounder; and **Darrell Lane** - US Vice President, both of Territorium USA

Understand how competency/skills-focused education on the Territorium platform became impactful for 2,000,000 students in SENA’s system of 117 college campuses. Guillermo Elizondo and Darrell Lane will describe Territorium’s AI-Powered Skills Development platform and share how SENA drove digital transformation, engaged students, and increased graduates’ employability with live and continuous Competencies and Skills Transcripts plus Evidence and Credentials Trackers.

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Revolutionizing Undergraduate STEM Lab Education Post-COVID-19

PRESENTERS: **Nicholas Denton** - Lecturer, The Ohio State University Main Campus; **Saeedah Ziaeeefard** - Lecturer, The Ohio State University; and **Alex Grieco** - Assistant Professor, The Ohio State University College of Medicine

Undergraduate STEM laboratory courses are one of the site-specific learning experiences that have been most affected by the COVID-19 pandemic with challenges in translating laboratory learning to a virtual format and facing a widening gap in student learning disparities. However, overcoming these challenges gives laboratory instructors the opportunity to transform STEM lab education toward a more accessible and investigative direction. Join a panel of laboratory instructors, course designers, and scholarship of teaching and learning investigators in a discussion on the challenges, successes, innovations, and future directions for undergraduate STEM teaching.

Reinvigorating Liberal Education: Models for Cultivating Curricular Innovations and Documenting Their Impact

PRESENTERS: **Scott Muir** - Project Director, Study the Humanities, National Humanities Alliance; **Betsy Klimasmith** - Professor of English, University of Massachusetts Boston; **Tara Kulkarni** - Associate Professor and Director, Center for Global Resilience and Security, Norwich University; **Bonnie Miller** - Professor of American Studies, University of Massachusetts Boston; **Younger Oliver** - Research Associate, National Humanities Alliance; and **Amy Woodbury Tease** - Associate Professor of English, Norwich University

This session will present (1) two successful models for cultivating curricular innovations among liberal arts faculty and (2) research documenting their substantial impact on students at an exceptionally

diverse urban public research university and a semi-rural private military college. Codirectors from the High-Impact Humanities Initiative at the University of Massachusetts Boston and the Norwich Humanities Initiative will share efficient approaches for incentivizing and supporting curricular innovations that reinvigorated faculty at both institutions. Research conducted in collaboration with the National Humanities Alliance illustrates how the courses created through these two initiatives produced significant learning outcomes, enhanced students’ capacity to make fruitful connections across distinct areas of study, and increased their appreciation of liberal education and its professional, social, and civic value.

Running a Large-Scale Campus Experiential Learning Initiative at Three Different Types of Universities

PRESENTERS: **Jordan Cofer** - Associate Provost, Georgia College & State University; **Andrew Potter** - Director, Office of University Experiential Learning, University of Georgia; **Carolyn Floyd** - Director, Office of Immersion Resources, Vanderbilt University; and **Costas Spirou** - Provost and Vice President for Academic Affairs, Georgia College & State University

This session will focus on running large-scale experiential learning initiatives at different types of institutions: public liberal arts (Georgia College), public/R1/land-grant (University of Georgia), and private R1 (Vanderbilt University). Attendees will explore several questions: How can undergraduate institutions operationalize, scale, and sustain experiential learning initiatives? And should they? By hearing from three very different types of universities, this session will consider how to operate within the perimeters of a localized institutional context.

Support of Undergraduate Research Mentoring: Connecting Institutional Practices with Student and Faculty Outcomes

PRESENTERS: **Anne Boettcher** - Director, Undergraduate Research Institute and Honors Program, Embry-Riddle Aeronautical University; **Janet Morrison** - Professor of Biology, The College of New Jersey; **Jillian Kinzie** - Associate Director, Center for Postsecondary Research, NSSE, Indiana University Bloomington; **Karen Resendes** - Associate Professor of Biology, Westminster College; **Juliane Strauss-Soukup** - Professor, Creighton University

In this interactive session, we discuss the results of a study examining companion responses from the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). This data relates to student participation in undergraduate research, scholarship, and creative activity (URSCA) and faculty rated importance of URSCA at their institution and will be presented in light of ongoing work by the Council on Undergraduate Research in identifying best practices with regards to recognition of mentoring in faculty promotion and tenure advancement. We will then open the floor for a discussion with participants regarding their own campus goals around URSCA and workload and ways to accomplish their goals by considering how mentorship “counts,” processes for evaluation, common obstacles to incorporation of URSCA into tenure and promotions processes and documents, and successful strategies that address these ongoing challenges and the changing landscape of URSCA in virtual and hybrid environments.

Supporting Undergraduate Research during the Pandemic

PRESENTERS: **Silvia Ronco** - Senior Program Director, Research Corporation for Science Advancement; **Lindsay Currie** - Executive Officer, Council on Undergraduate Research; **James LaPlant** - Dean, College of Humanities and Social Sciences, Valdosta State University; **Jennifer Thorington-Springer**, Indiana University–Purdue University Indianapolis; and **Kraig Wheeler** - Hugh Johnston Professor of Chemistry, Whitworth University

As a small organization serving a large membership, the Council on Undergraduate Research has faced numerous challenges and opportunities since the start of the pandemic last spring. While the organization’s size allows for versatility and quick adaptability, changing the format of planned activities in a brief period of time presented a number of unanticipated challenges. Here, five CUR leaders will describe actions taken by the organization to stay relevant and even enhance the undergraduate research enterprise in areas directly connected to CUR’s new strategic planning goals; provide leadership in undergraduate research; build collaborations and community; engage in advocacy and partnerships; and emphasize diversity, equity, and inclusion. Examples will be drawn from recent activities, including virtual student presentations, new featured themes in CUR’s scholarly journal (SPUR), and new tools for diversity training for mentors. After presentations by panelists and facilitated Q&A, participants will develop action items to enhance their own programs.

30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

3:15 PM - 3:45 PM

Faculty and Student Development in the Time of COVID: Lessons Learned

PRESENTER: **Elissa Graff** - Dean, Miami Dade College

“Faculty and Student Development in the Time of COVID” will share the lessons learned from pivoting both a faculty professional development program and a student summer undergraduate research program from their originally intended face-to-face engagements to a remote, virtual environment. Session participants will have the opportunity to discuss the strategies implemented, share similar pivot experiences, and consider what practices would transfer best to their own institutions. Through collective brainstorming, the session will help all attendees consider what other improvements, or changes, may be needed for the development of similar programs that would garner success for their own faculty and/or students.

3:45 PM - 4:15 PM

The System of Undergraduate Research: Fostering Shared Commitment to Organizational Change

PRESENTERS: **Laura Cruz** - Associate Research Professor, Penn State University Park; **Amy Chan-Hilton** - Director of CETL; Professor of Engineering, University of Southern Indiana; **Alan Rieck** - Associate Vice President and Associate Dean for Undergraduate Education, Penn State; **Lara LaDage** - Penn State Altoona; and **Devon Anckle** - Penn State Greater Allegheny

This session presents the written and visual results of a participatory systems mapping process exploring undergraduate research at a large, public, research university in the United States. With growing recognition as a high-impact practice, the institutional value of undergraduate research has increased, but challenges remain in implementing the practice equitably and inclusively, especially in the shifting environment of contemporary higher education. The systems mapping process revealed the subtle, often conflicting, dynamics that underlie the undergraduate research enterprise, while simultaneously supporting the emergence of a shared vision, or story, of what the undergraduate research experience could be. We will share that story, the process of how we made it, and the artifacts that represent how we came together. Participants will build knowledge of participatory systems mapping as a tool for facilitating change, while also gaining new perspectives on the implementation of more inclusive high-impact practices such as undergraduate research.

Improving STEM Success through Engagement: Early Lessons from a Culturally Responsive Pedagogy Project at Guttman Community College, CUNY

PRESENTERS: **Karla Fuller** - Associate Professor of Biology; **Niesha Ziehmke** - Associate Dean for Academic Programs and Planning; **Ji Kim** - Assistant Professor; Grace Pai - Assistant Professor of Interdisciplinary Studies; and **Karla Fuller** - Associate Professor of Biology, all of Stella and Charles Guttman Community College

Guttman Community College is located in the epicenter of the coronavirus pandemic. Emerging data confirms that our students, 90 percent of whom are Black and Latino/a, are disproportionately affected by this horrific public health crisis. They are deeply affected by the prevalence of police violence in their communities and highly engaged in recent social actions against police brutality. Based on this critical moment in our nation, it is our duty as educators to work toward dismantling the systems of oppression that exist in our midst and offer more equitable educational experiences for our students. This presentation highlights a framework for promoting equity and inclusion for underrepresented students in STEM through a culturally responsive pedagogy (CRP) curriculum revision. We will share examples of CRP in STEM, discuss how the shift to distance learning affects this work in an online setting, and offer a mini-CRP assignment revision workshop with a focus on backward design.

Fostering Sustainability out of a Pandemic: Pathways for Higher Education to Create a More Resilient Institution and Society

PRESENTERS: **Scott Werts** - Dalton Chair of Environmental Science and Studies, Winthrop University; **Chelsie Romulo** - Assistant Professor, University of Northern Colorado; **Kelsey Bitting** - Assistant Director, Center for the Advancement of Teaching and Learning, and Assistant Professor, Environmental Studies, Elon University; and **Robert Turner** - Teaching Professor, University of Washington–Bothell

This session explores how educators and administrators can be more proactive in creating more sustainable institutions, more environmentally and socially conscious graduates, and a more sustainable society—and, in the process, make their institutions more resilient in the face of changing student demographics, economic uncertainty, and societal instability. Breakout discussion sessions will dominate this presentation, engaging attendees in both analysis and the formation of recommendations related to our challenges and options.

Trends in the Provision of Disability Services Online

PRESENTERS: **Jennifer McGuire** - Student Services Coordinator, Prince George County Public Schools; Tara Lehan - Director, Strategic Research, Northcentral University; and **Heather Hussey** - Director of Institutional Assessment, Northcentral University

As more students with disabilities enroll in online courses and programs, it is important for institutions to re-envision how they provide appropriate online support (and accommodations as needed) to these students. Toward that end, we completed a review of the literature and a scan of the websites of disability services offices. Findings showed that many higher education institutions offer similar disability services/ supports to online students. Exceptional practices were also noted. At most institutions examined, instead of taking a systems approach, accessibility seemingly was afforded through the provision of accommodations only to students who disclosed and met eligibility criteria. There did not appear to be an emphasis on the promotion of enabling processes and eradication of disabling processes that create barriers to accessibility. In this session, participants will be engaged in discussion surrounding what accessibility supports and services are and should be available for students, faculty, and staff online.

Becoming Stronger on the Other Side of Adversity: Leading Transformational Change during Times of Crisis

ACAD Session

PRESENTERS: **Ron Cole** - Provost and Dean of the College, Allegheny College; and **Eric Boynton** - Provost and Dean of the College, Beloit College

Participants will engage in the challenge of prioritizing strategic investments in times of crisis. In the context of the overlapping health crisis of the COVID-19 pandemic and the persistence of systemic racism, two residential liberal arts colleges will share low-cost investments in faculty development, student learning, and curricular design for long-term transformative change, including governance, leadership strategies, and lessons learned.



Creating Sense of Belonging in a Pandemic: A Conversation with Florida International University’s College of Arts, Sciences and Education and Mentor Collective

PRESENTERS: **Vanessa Ford** - University Relations Director, Mentor Collective; and **Maricel Cigales** - Associate Dean of Undergraduate Studies, Florida International University

Delivering on the promise of Higher Education has never been more difficult for university leaders, but Florida International University (FIU) has proven to be an exception to the rules brought on by the COVID-19 pandemic. FIU’s College of Arts, Sciences and Education (CASE) partnered with Mentor Collective to support incoming first-time college students adjust to school by providing them personalized, upper-division mentors. By doing so, FIU has cultivated an increased sense of belonging for hundreds of first-time students.



3:15 PM - 4:15 PM

FORUM ON DIGITAL LEARNING AND EPORTFOLIOS CONCURRENT SESSIONS 2

Anchoring a Liberal Arts Identity in the Core ePortfolio: The Approaches and Challenges of Incorporating New ePortfolio Practices into Students’ Coursework

PRESENTERS: **Tonya Hendrix** - Associate Professor; Demetrios Kapetanakos - Professor; and **Dionne Miller** - Associate Dean, all of LaGuardia Community College, CUNY

This session will explore the process of embedding a liberal arts identity within the students’ core ePortfolios that they create in their first-year seminars and continue to develop through graduation. Although liberal arts majors constitute 20.5 percent of LaGuardia Community College’s student body, the major’s many curricular paths have led to a fragmented experience for the students. The presenters’ work with ePortfolios aims to create a liberal arts identity through the creation of reflective and integrative ePortfolio practice. Through a combination of presentation, discussion, and a hands-on activity, this session will provide a preliminary framework for a larger exploration of how to expand ePortfolios across curricula. The topics covered will include the design of an ePortfolio template, ease of access and use by students, and buy-in from various stakeholders, including liberal arts instructors, advisers, and transfer officers

Collaborating with Students to Design and Deploy an ePortfolio to Assess Professionalism across a Program and Leverage It for Career Advancement

PRESENTERS: **Michelle Schmude** - Associate Professor and Associate Dean; and **Tanja Adonizio** - Associate Dean for Student Affairs – both of Geisinger Commonwealth School of Medicine

This session will focus on the collaboration of students and faculty to design and deploy an ePortfolio for the assessment of the professionalism competency within a course, across a program, and for career advancement. Using the design thinking model, we partnered with several students to develop an ePortfolio that would meet two goals: (1) assessment of the professionalism competency across a four-year medical school program and (2) utilization of a digital platform to demonstrate various competencies through life experiences for career advancement. During the session, we will discuss (1) how to utilize the design thinking and logic models to collaborate with students to develop an ePortfolio and the education materials needed to deploy one and (2) how to use evidence contained within an ePortfolio for assessment of a course or program and a student’s life experiences as they pertain to career advancement.

Collaborative Faculty Professional Development Training: Helping Bring the Classroom to the Screen

PRESENTERS: **Deb Eldridge** - Director of Academic Engagement; and **Rebecca Watts** - Regional Vice President, both of Western Governors University; **G. Michael Guy** - University Associate Dean for Undergraduate Studies; and **Lucinda Zoe** - Senior University Dean and Vice Provost for Academic Programs and Policy, both of City University of New York; and **Ernest Ialongo** - Chair and Professor of History, Hostos Community College, CUNY

Please join Western Governors University (WGU) and the City University of New York (CUNY) as they guide a conversation about faculty development initiatives dedicated to enhancing

digital teaching and learning in higher education. Grounded in a collaborative project to provide selected CUNY faculty with a custom-designed workshop series to support the development of online teaching practices, participants are invited to engage facilitators in an open conversation about the purpose, process, and lessons of a faculty development approach that united two diverse institutions and drew upon each other’s strengths. The discussion is intended to explore four key issues: (1) how faculty development initiatives can be sustained; (2) how emerging practices can be disseminated beyond workshop participants; (3) how we can respond to the need for changes in how we recognize, incentivize, and reward good teaching that might include restructuring tenure and promotion; and (4) how success can be measured and supported.

Cultural Competence, Equitable Pedagogy, and Cultural Consciousness to Interpret Racial Inequities in Higher Education

PRESENTERS: **Tina Jordan** - Assistant Vice President; Irina Antonenko - Professor; and **Vu Tran** - Professor, all of California State University–Sacramento

Diversity is often seen as a reality, but inclusion and advocacy for racial and educational justice are choices we can make to dismantle racism within higher education. This alternative framework helps to build relationships across cultural differences, encourages culturally sustaining pedagogies, and advocates for racial consciousness and justice in higher education. Many nontraditional students learn through a historical-cultural lens which is rarely addressed in postsecondary education. Culturally responsive pedagogy (CRP) includes tenets of acknowledging the educational positioning of diverse groups and includes cultural ways of knowing so that we provide equitable pedagogy. CRP is foundational to principles of equity mindfulness and, as an extension of Ladson-Billings’s work, this framework guides us to incorporate deep-rooted cultural values and norms to foster inclusive practices to disrupt racial inequities. This session will explore how to implement a conceptual framework in peer-to-peer programs, first-year seminar courses, and professional development with faculty and staff.

How to Ensure Success:
Launching, Sustaining, and
Growing an ePortfolio Program

PRESENTERS: **C. Edward Watson** - CIO and Associate Vice President for Quality, Pedagogy, and LEAP Initiatives, Association of American Colleges and Universities; **Pablo Avila** - Associate Director of ePortfolio and Digital Learning, LaGuardia Community College, CUNY; **Renée Houston** - Associate Dean of Experiential Learning and Civic Scholarship, University of Puget Sound; **Amy Powell** - Executive Director, ePortfolio, Division of Undergraduate Education, Indiana University–Purdue University Indianapolis; and **Leeann Waddington** - Manager, Learning Technology and Educational Media and Acting Senior Manager Education Development, Kwantlen Polytechnic University

Universities offer an ever-increasing array of educational opportunities for students. Beyond the curricula of the major and general education, powerful learning experiences are available on most campuses in the form of high-impact practices, such as first-year experiences, experiential learning opportunities, and writing-intensive courses. Students also learn a great deal via cocurricular experiences and working while in college. Higher education provides an increasingly fragmented undergraduate educational experience with few opportunities to integrate what is learned across those experiences. Integrative learning is a signature experience of a twenty-first-century liberal education, and practices enabled by ePortfolios are among the most efficacious for fostering integrative learning and helping students make sense of the whole of their education. With that said, ePortfolios offer complexities that require leadership, persistence, and vision from campus leaders. Technology oversight, change management, cross-unit collaboration, and budget creativity are often among the areas of focus for those leading campus ePortfolios efforts. Additionally, many faculty don’t possess mental models regarding what ePortfolio pedagogical practice looks like, so faculty development

regarding ePortfolios is often multifaceted as well. Recognizing the promise and complexity of ePortfolios, this panel discussion brings together ePortfolio leaders to share the lessons they’ve learned on their successful journeys to bring forth broadly adopted ePortfolio programs on their campuses. Those attending this session will gain practical insights regarding how to ensure ePortfolio success in their context.

Ethics across the Disciplines:
An Embedded Curriculum for
General Education

PRESENTERS: **Austin Bennett** - General Education Faculty, Writing; and **Roger MadPlume**, both of City College at Montana State University

The pandemic, global warming, and persistent inequalities highlight the need for a strong general education program. However, higher education’s financial crisis has felt its most immediate impact within the humanities. How can we meet this need in a time of scarce resources? A mathematician and a writer at City College at Montana State University have teamed up to create a cross-disciplinary, embedded ethics curriculum to meet this challenge. During our panel, we will define what an embedded curriculum looks like, including its effectiveness, and help audience members identify challenges and solutions to help achieve this end. In particular, we will emphasize the role of “community of practice” as a process that can unify general education faculty and strengthen core courses through a shared approach. The result: students are better equipped to positively affect society.

4:30 PM - 5:30 PM

CONCURRENT SESSIONS 8

Interpretations of Equity in
Institutional Responses to
COVID-19

PRESENTERS: **Suzanne Summers** - Special Assistant to the Provost, Austin Community College District; **Gabriela Weaver** - Professor of Chemistry, University of Massachusetts–Amherst; **Kara Rabbitt** - Associate Provost, William Paterson University; **Kristi Hottenstein** - Vice Chancellor, University of Michigan–Flint; and **Rhonda Phillips** - Dean, Purdue University

The global pandemic and resulting economic impact occurred against a backdrop of growing demands for racial, gender, and LGBTQ justice and inclusion and within communities already experiencing historically extreme levels of economic inequality. The multidimensional nature of these convergent crises demanded that institutions hold to their equity commitments through a crisis environment and with declining financial resources. A panel of 2019–20 American Council on Education (ACE) Fellows will describe how equity considerations affected COVID-related response decisions during spring and early summer 2020 in multiple institutions of higher education across the United States. Drawing upon experiences in different sectors of higher education, the session will compare and contrast how varied conceptualizations of equity shaped decision-making. Attendees will have the opportunity to reflect on how these conceptualizations may apply to their own setting.

The Power of Academic Art
Museums: Resiliency,
Creativity, and Equity in the
Post-COVID Age

PRESENTERS: **Jill Deupi** - Beaux Arts Director and Chief Curator, Lowe Art Museum, University of Miami; **David Brenneman** - Wilma E. Kelley Director, Sidney and Lois Eskenazi Museum of Art, Indiana University–Bloomington; **Gretchen Dietrich** - Executive Director,

Utah Museum of Fine Arts, University of Utah; **Amy Gilman** - Director, Chazen Museum of Art, University of Wisconsin–Madison; **Saralyn Reece Hardy** - Marilyn Stokstad Director, University of Kansas; and **Martha Tedeschi**, Harvard University

In this sixty-minute panel presentation, leading academic art museum directors from the Universities of Indiana, Kansas, Miami, Utah, and Wisconsin, as well as Harvard University, will explore how their institutions are engaging in direct and impactful ways with campus-wide teaching and learning commitments; original scholarship and research; DEAL initiatives; mindfulness, well-being, and care of the whole person; innovative fundraising models; community engagement; and twenty-first-century collections stewardship. They will do so within a framework on the intertwined health, financial, and social justice crises with which society at large is grappling, as well as in the context of challenges unique to institutions of higher education, including the erosion of public trust and the devaluing of a liberal education. This session will conclude with audience Q&A.

Bridging Religious Divides:
An Exploration of Data-Driven
Approaches to Interfaith
Learning and Development

PRESENTERS: **Janett I. Cordoves** - Director of Higher Education Partnerships; and **Shauna Morin** - Research Fellow, both of Interfaith Youth Core; and **Matthew Mayhew**, The Ohio State University

In our current national context, teaching students how to bridge ideological divides is becoming an increasingly important dimension of diversity, equity, and inclusion efforts in higher education. Researchers from North Carolina State University and The Ohio State University, in partnership with Interfaith Youth Core, have recently drawn attention to worldview diversity and inclusion on campus through the Interfaith Diversity

Experiences and Attitudes Longitudinal Survey (IDEALS), which examines student perceptions of—and engagement with—religious diversity across four years of college. In this session, we will share the latest IDEALS findings and elaborate on recommendations for practice. Additionally, we will engage attendees in a conversation about leveraging IDEALS findings in the wake of COVID-19. Insights garnered from influential leaders in higher education will be shared, along with real-world examples of how religious diversity and inclusion is being prioritized even in the face of unprecedented uncertainty.

Getting Beyond the High-Impact Practice (HIPs) Checklist: Designing with Elements of Quality and Racial Equity in Mind

PRESENTERS: **Jillian Kinzie** - Associate Director, Center for Postsecondary Research, NSSE; **Alexander McCormick** - Associate Professor of Educational Leadership and Policy Studies, Director, National Survey of Student Engagement; **Robert Gonyea**, Research Scientist; and **Brendan Dugan**, Research Analyst, all of Indiana University Bloomington

High-impact practices (HIPs) represent a core feature of a high-quality undergraduate education and are often hailed as life-changing events. The literature identifies a set of essential elements common across HIPs, yet to date, most evidence about HIPs has been limited to student participation in designated HIPs, with scant empirical examination of their implementation. We report on a multi-institution study of students’ exposure to these elements of quality in seven HIPs (first-year seminar, learning communities, service learning, research with faculty, study abroad, internships and field experiences, and culminating senior experiences) to deepen understanding of HIPs quality and to explore racially minoritized student access to high-quality HIPs and discuss strategies to enhance quality standards and equity.

We Are All in This Together: Successful Collaborations with Institutional Research

PRESENTERS: **Bethany Miller** - Director of Institutional Research, Macalester College; **Ellen Peters** - Associate Provost, Institutional Research, Planning, and Student Success, University of Puget Sound; and **Kristin McKinley** - Director of Research Administration, Lawrence University

“Collaboration divides the work, but multiplies the success.” This interactive panel presentation will share ways in which you can partner with institutional research to go beyond just data reports. The broad institutional view of institutional research makes it an ideal collaborator for preventing duplication of effort, for contextualizing your work, and for identifying where your work can be most valuable across campus. While COVID-19 has shined a light on the value of the quick synthesis that institutional research provides, this presentation proposes to give the audience an opportunity to better understand institutional research and ways to successfully partner with institutional researchers on their campus.

Centers for Teaching and Learning: The Landscape of US Educational Development

PRESENTER: **Mary Wright** - Associate Provost for Teaching and Learning, Brown University

Centers for Teaching and Learning (CTLs) played a critical role in supporting colleges’ and universities’ academic continuity in 2020–21, but these units have frequently flown “under the radar” in examinations of postsecondary organizations. As part of a larger study of all US CTLs with websites, this project examines their strategic aims. What themes are most central to CTL missions and visions? How do these map onto programs such as workshops and institutes? According to a recent ACE-POD Network matrix, these strategic elements are critical to CTL operations but they also offer glimpses into the future of educational development practice. This comprehensive look at CTLs will be a useful resource for higher education professionals who seek to develop or pivot a center, as well as those engaged in strategic planning or external reviews.

Creating a Meal from “Small Bites”: Enabling Students to Achieve Coherence in a Fragmented Environment

PRESENTERS: **Paul Gaston, III** - Trustees Professor Emeritus, Kent State University Kent Campus; **Isis Artze-Vega** - Vice President for Academic Affairs, Valencia College; **Aaron Thompson** - President, Kentucky Council on Postsecondary Education; and **Amber Garrison Duncan** - Strategy Director, Lumina Foundation

Colleges are being asked to enable their students to “name the skills” they’re learning and “certify them in smaller bites.” How can we continue to offer all students the benefits of a coherent liberal education while documenting their education in terms of “small bites”? Failing to sustain this value would risk deepening rather than bridging the divide between two tiers of higher education that emphasize the education of “leaders” and the efficient preparation of “workers.” This “flipped” session will begin with a discussion moderated by the panelists, whose presentations in response to the discussion are reserved for the final twenty minutes.

Discerning the Well-Being Road Map: Unlocking the Key to Student Formation, Intercultural Competence, and Transformative Change in Higher Education

PRESENTER: **Justin Smith** - Assistant Dean for Student Success

Launched in the fall of 2019 and expanded again in 2020, Georgetown University’s McDonough Initiative on Student Formation & Well-Being helps students self-actualize their potential through a robust, multidimensional well-being framework. Four original constructs (Well-Being Research Collaborative, McDonough Blueprint, Wellness Wednesdays, and Ad Astra Retreats) were recently expanded to six by adding Holistic Formation and Intercultural Competence. Prior to and during the COVID-19 pandemic, two years of surveys, focus groups, and programming have

provided a foundation for what our students want and need in terms of their formation and development of self. Please join us as we explore the impetus for this work and the derivation of the original and current frameworks. Most importantly, consider with us how an infused and robust well-being ontology can transform the epistemological and axiological bedrock underpinning higher education’s very existence.

Driving Statewide Change through a Town and Gown Relationship between a Community College and Philanthropic Partner

PRESENTER: **Samantha Burke** - Vice President of Programming and Development, Pass the Torch for Women Foundation; **Amanda Bremmer Babic**; **Akilah Darden** - President, The Darden Group, LLC; and **Margarita Rodriguez**

This session highlights Project Grow, a mentoring program partnership with a nonprofit community partner and an urban community college. The session will share adaptations to the program and how the partnership addresses gaps in student retention and workforce readiness. The reciprocal partnership serves marginalized student populations by forging mentoring engagements with seasoned professionals, providing programming rooted in student development theory, and creating a community of peer-to-peer mentoring and networking. Session attendees will walk away with best practices on how to cultivate and build upon meaningful community collaborations with the understanding of how the program model can be adopted within their own institution to drive positive change for students.

George Floyd Comes Home:
Social Media, Listening Sessions,
and Where Do We Go from Here?

PRESENTERS: **William Monroe** - Dean; **Christine Leveaux-Haley** - Political Science Professor, The Honors College; **Jonathan Williamson** - Associate Dean; **Alison Leland** - Professor, Political Science, The Honors College; and **Irene Guenther** - Associate Professor, History, The Honors College, all of University of Houston

This session will begin with a description of the political and academic situation of an honors college located in the Third Ward neighborhood of Houston, the home of George Floyd, following an unfortunate social media post on Facebook. One response of the college to the thirty-seven mostly frustrated messages posted in response was an invitation to participate in a series of listening sessions with alumni and students. These listening sessions were conducted in small groups via Zoom or Teams with a variety of faculty, staff, and administrators present for each session. In this session, fifteen to twenty minutes of perspectives on social media, listening sessions, and anti-racism college activities will provoke a forty-minute conversation with the audience. Possible topics include the benefits of listening sessions versus larger town hall formats when discussing issues of diversity, inclusion, and racial justice and tensions that may exist between calls for curricular change, faculty responsibility, and academic freedom.

Retention Begins with
Admission: Effective Partnership
in Support of a Successful
Transition to College

PRESENTERS: **Rachel Bergstrom** - Associate Professor of Biology, Director of the Advanced Mentoring Program; **Joy de Leon** - Associate Dean of Students and Codirector of the Advanced Mentoring Program; and **M. Leslie Davidson** - Vice President for Enrollment, all of Beloit College; **Michael Cohen** - Director of Admissions and Strategic Development; and **Dawn Abt-Perkins** - Associate Dean of Faculty for Student Success, both of Lake Forest College

Student retention and persistence is a collaboration among admissions, academic

affairs, and student affairs. The handoff from admissions to the rest of campus at the start of a student’s career at the college is an important transition at a time when students are already navigating their own important life transition. Ensuring that relationships remain at the center of the student experience from admissions to enrollment is critical to retention and persistence. In this discussion, two liberal arts institutions, Beloit College and Lake Forest College, share their experience of collaborative cooperation among admissions, academic affairs, and student affairs to target the transition to college for first-year and transfer students. We welcome discussion of innovative and impactful experiences of collaboration between recruitment and retention in the early college experience

World Building: Collectively
Reimagining Higher Education

This is a Seminar session and participation is limited on a first-come basis.

PRESENTERS: **Noah Martin** - Senior Program Designer, Red House; and **Ijeoma Njaka** - Senior Project Associate for Equity-Centered Design, Red House, and Inclusive Pedagogy Specialist, Laboratory for Global Performance & Politics, both of Georgetown University; and **Sarah Chamberlain** - Program Manager, The Aspen Institute

How might we design higher education for social justice? What barriers might there be to that effort? Grappling with these questions challenges us to reimagine institutions as they currently exist. How do we negotiate the competing legacies of higher education—of knowledge and oppression, of systemic exclusion and belonging? In this session, we will discuss a Learning Design for Social Justice syllabus designed to explore these questions. We will also expand on the need for speculative design and Afrofuturism in higher education. Participants will engage in a world-building activity focused on using fiction to imagine a better future. The emphasis on world-building illustrates how arts and humanities can be—and sometimes must be—used as powerful tools in shifting cultures of classrooms and institutions on social justice issues. This session should benefit administrators, staff, and faculty who are seeking strategies and tools to engage campus community members on challenging work surrounding social justice.

30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

4:30 PM - 5:00 PM

Exploring Faculty Narratives
as a Source for the Design and
Development of a Culturally
Sustaining, Pluralistic, Digital
Curricula That Is Resilient in
the Face of Our Current
Global Pandemic

PRESENTERS: **Sonja Taylor** - Director of Senior Inquiry and **Kari Goin Kono** - Senior UX Designer, both of Portland State University

The role of instructors is crucial to student success. Therefore, understanding the experiences of faculty during the emergency pivot to remote learning is critical for enhancing remote learning as we move forward in an increasingly digital society. In our session, we will present findings from our research and lead a discussion about strategies for addressing equity and student engagement in a digital classroom. Participants will be encouraged to share their stories and compare their experiences with their fellow participants’ experiences and with our findings, leading to a robust discussion about the future of pedagogically driven remote teaching and learning strategies.

5:00 PM - 5:30 PM

Global Leadership in the
Accelerated Digital Era:
Are You Ready?

PRESENTERS: **Monroe France** - Associate Vice President for Global Engagement & Inclusive Leadership and **Lisa Coleman** - Senior Vice President, Global Inclusion and Strategic Innovation, both of New York University

Within higher education, we are periodically challenged by seemingly cataclysmic disruptions, and many of us are left questioning how to find unique opportunities to re-engage during unpredictable times. For higher education, corporations, NGOs, and other organizations to navigate current and future disruptions, global leadership ingenuity and the ability to navigate complicated technologies have never been more urgent. As a result, global inclusive management and digital inclusion skills and tools are needed now and to prepare for anticipated future disruptions. In order to put global inclusive leadership and digital inclusion (GILDI) into practice, organizations must embed GILDI into the fabric of institutional strategic and fiscal priorities. Participants will develop action plans focused on GILDI processes and roles, as well as the ideas, creativity, and skills critical to both sustaining and propelling universities forward. Participants will have the opportunity to reflect on their institution’s readiness to meet the needs of higher education after COVID-19.

30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

4:30 PM - 5:00 PM

General Education Alignment before, during, and after COVID-19

PRESENTERS: **Ann Darling** - Assistant Vice President of Undergraduate Studies; **Amy Aldous Bergerson** - Senior Associate Dean, Professor; **Melanie Lee**, all of University of Utah

Interested in learning more about one institution's journey from eliciting student narratives to policy change at the institutional level? This presentation explores lessons learned as we transformed our approach to general education. Our presentation will include insights from various stakeholders involved in realigning general education at the University of Utah, through descriptions of processes, data collection and integration, and ultimately reframing general education through our learning framework. In addition to interacting with presenters, participants will engage in a reflective process around transferable lessons at their own institutions with a focus on staying nimble within an ever-changing educational landscape in postsecondary education. Our futures indeed depend on our adaptability, now and for many years to come. This session aims to maximize the strength of learning together.

5:00 PM - 5:30 PM

Improving the Quality of Learning, Equitable Access, and Affordability at Colleges and Universities: Comparing Case Histories with Your Own Institution

PRESENTER: **Stephen Ehrmann** - Independent Scholar, Independent Scholar

Georgia State University, Governors State University, Guttman Community College, University of Central Oklahoma, and University of Central Florida are improving the quality of learning, equitable access, and affordability for students and other stakeholders. In combination, their experiences suggest a framework that other institutions could use to make similar three-fold improvements. Case highlights and the gist of the framework will be summarized in a handout. During the session, participants can ask questions about the research. You will have the opportunity to talk about ways in which your own institution may already be on its way in this direction. Drawing on the case histories and your own experience, we'll identify specific barriers that hinder such transformations. Finally, we'll pool ideas from the case histories and from your own experience about how such barriers can be lowered. The case summaries are drawn from Pursuing Quality, Access, and Affordability: A Field Guide to Improving Higher Education.

30-Minute Sessions

There are two presentations within each 60-minute session. They are listed in order of presentation.

4:30 PM - 5:00 PM

Teaching Resilience: It Takes More Than Grit

PRESENTERS: **Eileen Camfield** - Senior Teaching Professor and CETL Faculty Associate for Writing and Pedagogy; **James W. G Barnes** - Associate Director, Calvin E. Bright Success Center; **Alfredo Gaona** - Graduate Student; **Maria Ramirez Loyola** - Graduate Student Researcher, Office of Equity, Diversity, & Inclusion; and **Taylor Fugere**, all of University of California-Merced; **Jamie Moore** - Professor, College of the Sequoias

In the wake of COVID-19, resilience has become the word of the day. But how well do we really understand it? How are we optimizing students' development of resilience? How can resilience be taught? The presenters on this panel represent three institutions, all serving low-income, first-generation, historically marginalized students. Collectively, our distinct but related work demonstrates that resilience is a dynamic and adaptive framework that is both context-dependent and can (but does not always) function across multiple dimensions. It is more about identity as built within networks than it is about individual traits. Best developed by simultaneously activating student agency and connection, it can be learned and must be taught. We will share our resilience-building curricula, including suggestions for use in virtual environments. Participants will emerge with a more nuanced definition of resilience and with tools for fostering it in diverse student populations. Participants will also be invited to reflect on their programmatic and pedagogical practices.

5:00 PM - 5:30 PM

COVID Curricular Design: Centering Students' Learning and Well-being

PRESENTERS: **James Breslin** - Assistant Provost; **Dana Malone** - Adjunct Faculty; and **Tara Ising** - Assessment and Accreditation Coordinator, all of Bellarmine University

Students were already experiencing record-high and increasing levels of anxiety and depression before the global pandemic, before the murders of Breonna Taylor and George Floyd (among many others) reinvigorated the movement for Black lives, and before the election season. The pandemic alone is a shared, slow-motion trauma. Amid unclear and evolving pervasive impacts and a recognition that anxiety and stress substantively inhibit student learning and development, three colleagues spent late spring 2020 developing a new course. Unveiling the New Normal: The Pursuit of Higher Education in a Pandemic was designed for a broad audience, to serve a community beyond our own institution, to foster student learning in our liberal arts tradition, and to provide students with an inoculation of sorts early in their college experience. This session leverages this real-world example to discuss curricular design concepts and principles that serve students well and meet institutional objectives in our new normal.

Leadership in a Space of Discomfort: Reckoning with Race, Gender, and Sexuality in the Age of COVID

ACAD Session

PRESENTERS: **Rick Oches** - Dean of Arts & Sciences, Bentley University; **Jonathan Wesley** - Senior Director of Equity and Inclusion in Academic Affairs, Southern New Hampshire University; **Vincent Wiggins** - Dean of Career and Continuing Education Programs, Truman College; and **Christa Craven** - Dean for Faculty Development, College of Wooster

Being in academic administration over the past year has placed us all in unique—and hopefully sometimes uncomfortable—positions related to reckoning with racist legacies of anti-Black violence, the ways in which homophobia and transphobia have impacted our campuses, and the disproportionate effects of COVID on many historically marginalized communities. As deans who both live and work within these communities—and share some of the same identities as those who find themselves marginalized—we consider the challenges, as well as opportunities, that this moment has given us in our roles at different types of academic institutions. With this backdrop, we will facilitate a conversation with the audience about how we use our positions to more substantively address the effects of COVID, the recent election, and the protests that have indelibly marked our students, our faculty and staff, and ourselves.



4:30 PM - 5:30 PM

FORUM ON DIGITAL LEARNING AND EPORTFOLIOS CONCURRENT SESSIONS 3

Community, Caring, and Creativity: Mindful Pedagogy in Real and Virtual Spaces

PRESENTERS: **Juli Charkes** - Instructional Designer; and **Mitchell Fried** - Interim Director, The Center for Teaching and Learning, both of Mercy College; **Joan Monahan Watson** - Education Consultant

Even in the best of times, teaching can be challenging; now, amid the sweeping implications and uncertainties of the global pandemic, our collective mettle is being especially tested as we try to maintain control of our classrooms and adjust to modalities foreign to our “normal” practice. Teaching and learning centers across the nation are called to engage with faculty on a scale most have not previously endeavored in order to support faculty as they attempt to deliver high-quality instruction across virtual contexts, while being mindful of equity gaps that are enlarged through inconsistent access to reliable technology and the internet. This presentation shares the processes and practices undertaken by Mercy College in the summer of 2020 as the college embarked on an ambitious plan to train and support over 500 faculty in a “Hyflex” (hybrid and flexible) blended classroom modality in which student inclusion and instructional equity were emphasized. Taking the opportunity to strategically rethink its approach to teaching and learning, Mercy College implemented its training initiative based on the commitment to create a classroom experience that, despite the constraints of the pandemic, emphasized community as a cornerstone of strong pedagogy and requisite for the deep learning that the college is committed to providing. Presenters will discuss their approaches to supporting institution-wide faculty development and what they have learned along the way.

Demystifying ePortfolio Development through a Competency Map and Mentor

PRESENTER: **Cindy Raisor** - Lecturer, Writing Program Director, Texas A&M University

Creating effective integrative learning ePortfolios can be challenging, given the versatility of how ePortfolios can be developed and given their vast potential to facilitate and assess student learning. However, ePortfolio development can be demystified by requiring students to create a competency map and a mentor text. The competency map is a project management tool that aligns competencies upon graduation with a plan for how, when, and where these competencies have been developed and how they will be assessed. A mentor text teaches the student aspects of the writer’s craft through example and explanation. Students can create their own mentor texts by selecting a sample of their best work, one that meets the standards expected of all work provided in the ePortfolio and including callouts to show where in the text these standards are met. The callouts include explanatory notes that describe the writing practices at work in the text.

Humanities Research and the Path to Fairness through ePortfolios

PRESENTERS: **Diane Kelly-Riley** - Interim Vice Provost for Faculty, Associate Professor, University of Idaho; and **Norbert Elliot** - Professor Emeritus of English, New Jersey Institute of Technology

This session will highlight methodological examples of humanities-based research that informs ePortfolio practice and the promotion of fairness. These examples will draw upon ePortfolio use in first-year composition, developmental writing, and general education child development courses.

Pathways and Pitfalls: Digital Transformation of Student Success

PRESENTERS: **Kathe Pelletier** - Director, Teaching and Learning Program; **D. Christopher Brooks** - Director of Research; and **Leah Lang** - Director of Analytics Services, all of EDUCAUSE

Digital transformation (Dx) is an inherently student-centered endeavor. In this presentation, we introduce the concept of Dx, leverage EDUCAUSE analytics and research to demonstrate the transformation of student success initiatives, offer examples and suggestions for application, and consider challenges such as privacy and ethics in advancing Dx in student success.

(Re)Presenting Me! Documenting Learning for Life and Work in These Times and Beyond

PRESENTERS: **Tracy Penny Light** - Professor, Department of Educational Services and Director, Office for Leadership and Excellence in Academic Development, St. George’s University; **Helen Chen** - Research Scientist, Designing Education Lab, Stanford University; **Olivia Davis** - Indiana University-Purdue University Indianapolis; **Hannah Schneider** - Program Assistant, Association of American Colleges and Universities; **Hannah Wilk** - Roanoke College; **Natalie Muhammed** - Indiana University School of Medicine; and **Kristina Powlen** - Indiana University-Purdue University Indianapolis; **Jessica Cruz** and **Tram Thi Haong Chau**, both of Montgomery College

In this panel discussion, students discuss the opportunities that portfolios provide for documenting their learning in academic, workplace, and community contexts. They reflect on the ways that portfolios provide affordances for presenting their identities to diverse stakeholders and how moments of crisis have shaped their thinking about who they are in the context of their future learning and careers.

Supporting Collaboration
by Design

PRESENTERS: **Sheryl Maher** - Cofounder, Resilient Learning; and **Peta Abdul**

Collaborative learning supports students in developing not just their content or discipline knowledge but also their professional behaviors. Collaboration empowers students and designs opportunity for reflection and reflective practice. This session will introduce and explore how a

scaffolded approach can be used to design collaborative learning at scale. The key phases are curated resources (the intentional selection of resources to support the learning); coached active retrieval practice (opportunities for students to apply knowledge and get feedback); collaborative learning (activities that allow students to work in small groups on tasks that develop professional identity); and connection and reflection (structured approaches to develop professional identity and integrate both prior experiences and learning activities).

5:45 PM - 6:45 PM

CLOSING PLENARY

The Bandwidth Tax of Uncertainty: Helping Students Recover

KEYNOTE SPEAKER: **Cia Verschelden** - Education Author and Speaker, Bandwidth Recovery, LLC; MODERATOR: **Lenore Rodicio** - Senior Fellow, Aspen Institute College Excellence Program

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FORUM ON DIGITAL
LEARNING AND
EPORTFOLIOS

MORNING KEYNOTE

Reflections and
Recommendations from Two
Decades of ePortfolio Practice

KEYNOTE SPEAKER: **Debra Hoven** - Professor in Online and Distance Education, Athabasca University
MODERATOR - **Tracy Penny Light**, Professor, Department of Educational Services and Director, Office for Leadership and Excellence in Academic Development, St. George's University

Leading an initiative in higher education is always challenging; however, ePortfolio initiatives are especially complex as they involve a broad range of concerns, including technology management, campus and instructional change components, faculty development, and research/assessment. This keynote presentation will share the challenges and successes experienced by an ePortfolio leader who has led ePortfolio work in multiple institutional contexts for over two decades. Those attending this session will learn about efforts to introduce ePortfolios across campus and across disciplines as well as successes at both the undergraduate and graduate levels. Specific research projects undertaken in these contexts to discern the efficacy of ePortfolios will also be briefly described. Attendees will leave with practical insights and concrete strategies they can employ in their own contexts.

AAC&U thanks Watermark for their sponsorship of the Forum.



10:45 AM - 11:30 AM

FORUM CONCURRENT
SESSIONS 4

Can't Stop, Won't Stop: Preparing
First-Gen Students for College
amid the COVID-19 Pandemic

PRESENTERS: **Chila Thomas** - Executive Director, Office of Diversity and Inclusion; and **Brandon Britt** - Program Manager, PhD Student, both of The Ohio State University

COVID-19 created new challenges for college access and readiness practitioners: How do we continue to inform students about the college application and admissions process with limited access to technology, constraints on funding, and students removed from a structured learning environment? In many instances, practitioners were innovators and learned new virtual systems at the same time as developing and implementing programs. COVID-19 created an unconscionable predicament for college-bound students and their families. However, not preparing students adequately for the college application and admissions process presented a greater long-term risk for practitioners than responding to the effects of coronavirus. Presenters will engage attendees in an open discussion about how to continue supporting first-generation and low-income high potential students amid the coronavirus pandemic. The discussion will include new opportunities for virtual learning, establishing best practices for the college application and admissions process and establishing continued engagement with students in new learning formats.

Crowdsourcing Strategies to Address Student Questions about Diversity, Equity, Inclusion, and Belonging When Creating ePortfolios

PRESENTERS: **Helen Chen** - Research Scientist, Designing Education Lab; and **Sheetal Patel** -Associate Director and Content Lead, Career Management Center, both of Stanford University

Have you ever had students express concerns about implicit bias related to including photos in their portfolios? Or wonder whether they should mention certain activities or personal interests? In the online environment that now dominates our lives, students’ questions about issues related to diversity, equity, inclusion, and belonging (DEIB) are often articulated when creating ePortfolios or professional profiles, particularly those aimed at reaching external audiences. How can students successfully navigate the norms and expectations of the digital landscape, their profession, and their field while also addressing privacy considerations and short-term and long-term implications? This interactive session aims to crowdsource student questions related to DEIB issues in order to gain a broader understanding of the issues and challenges in the digital space. Collectively, we will devise strategies and approaches for educators to draw upon while helping students make informed choices about how to authentically represent their personal and professional identities.

Design Thinking for Round 2: Revising our ePortfolio-Based General Education Curriculum after Five Years

PRESENTERS: **Tom Schrand** - Associate Dean for General Education; and **Meriel Tulante** - Associate Professor of Italian Studies, both of Thomas Jefferson University

Six years ago, Thomas Jefferson University launched an ambitious new general education program featuring an ePortfolio process that documents our students’ development of eight

key learning goals across the core curriculum, the majors, and cocurricular experiences. As the first student cohorts have advanced through the new program, our assessment efforts have illuminated its strengths and weaknesses, and we have begun to “close the loop” with a package of curricular reforms that address some of the shortcomings that we’ve identified. This improvement process, like our original curriculum development effort, has applied design thinking practices to inspire and process faculty input. Session participants will review the insights we’ve gained from assessment, consider how low-threshold design thinking activities can optimize the curricular revision process, and evaluate an outcomes-based general education program that captures student work, educational experiences, and metacognitive reflections in a structured ePortfolio process.

Maintaining High-Impact Practices in a University Internship Program after COVID-19

PRESENTER: **Kathleen Smith** - Teaching Associate Professor, University of Arkansas at Fayetteville

The implementation of high-impact practices (HIPs) in an apparel curriculum has fostered a comprehensive learning environment resulting in graduates becoming more competitive with peers from other institutions. An internship offers the student on-the-job training before they graduate. Online delivery of the internship course for students was added in 2019, which has greatly improved the transition into a remote learning experience. Many internships were either cancelled or students were unable to secure a position due to the COVID-19 pandemic in the spring of 2020. Alternative internship options were developed for those students without traditional internships. All students completed the weekly reports and forms throughout the internship; however, those completing the alternative internships reported on various topics in lieu of working face-to-face and included an extensive research paper completed at the conclusion of the summer internship.

Online Mentoring Outcomes for First-Generation College Students in Baccalaureate Programs of Nursing

PRESENTER: **Jennifer Dahlman** - Assistant Professor, Mount Mary University

This session will provide a sample of an online mentoring program using learning management software with a group of undergraduate nursing students over the course of a sixteen-week semester. Program development and specific components of the online mentoring program will be shared, including timeline and content. The session will also share student outcomes in the form of survey results and specific student feedback. Finally, research priorities and next steps will invigorate the session participants to begin designing an online mentoring program of their own!

Prepare to Publish in the International Journal of ePortfolio

PRESENTER: **C. Edward Watson** - CIO and Associate Vice President for Quality, Pedagogy, and LEAP Initiatives, Association of American Colleges and Universities

Developers, practitioners, and researchers provide valuable and important contributions for those engaging in ePortfolio work. The International Journal of ePortfolio is a holistic journal that invites submissions from those innovating and researching in any domain associated with ePortfolios, including those engaged with ePortfolios for learning, assessment, and career development, as well as emerging topics, areas, and applications. This session is for everyone who is interested in pursuing publication of their ePortfolio work and would like to know more about processes and timelines used by the International Journal of ePortfolio. In addition to learning about the journal’s scope of mission, published topic patterns, and review criteria, attendees will have the opportunity to ask questions about the journal as well as the next steps they should take as they work toward publication.

11:45 AM - 12:30 PM

FORUM CONCURRENT SESSIONS 5

Animated Video Technology, Storytelling, and Student Engagement for the 21st-Century University

PRESENTER: **Regina Banks-Hall** - Dean of Graduate & Professional Studies, Cleary University

Animated characters and twenty-first-century learning. Are you ready to increase student engagement? Discover how a university dean is leveraging animated video technology for classroom engagement. As the world expands its love of digital technology, faculty can learn how this method can transform their courses and their universities.

Expected and Unexpected Learning Outcomes of ePortfolios for Adult Learners in an Accelerated Interdisciplinary Degree-Completion Program

PRESENTERS: **Andrea Winkler** - Associate Professor of History; **Fred Bongiovanni** - Chair and Professor of Sociology and Religious Studies; **Wesley Barker** - Associate Professor of Religious Studies; and **Hollis Phelps** - Assistant Professor of Interdisciplinary Studies, all of Mercer University

Our presentation explores our ongoing strategies for conceptualizing ePortfolio work as an integral part of the liberal studies curriculum. The eight-week class length of the accelerated interdisciplinary program in the Bachelor of Arts in Liberal Studies at Mercer University’s

College of Professional Advancement works well for adult students, but it has created a challenge: it does not allow time for gaining new cognitive and metacognitive skills or for the development of ePortfolios. The Liberal Studies department integrated curricular ePortfolio use with scaffolded courses. Through our efforts, both faculty and students are beginning to use ePortfolios effectively to practice interdisciplinary thinking and metacognitive awareness, and to understand and connect the value of the liberal arts to individual educational and life experiences.

Exploring Professional Development Needs and Strategies for Faculty Teaching with ePortfolios

PRESENTER: **Pamela Walsh** - Associate Professor, Athabasca University

In order for ePortfolios as a high-impact practice to be integrated across the academy, faculty members need professional development to facilitate this disruptive pedagogical innovation. Our qualitative study investigated the experiences of faculty members and educational developers in select universities across Canada, from British Columbia to the Atlantic provinces. We asked participants what professional development opportunities were available and offered to faculty members interested or involved in the use of ePortfolios in their practice; the nature and type of development offered; the extent to which they see these activities to be effective; how instructors are selected or recruited to ePortfolio practice; and what obstacles have been encountered, lessons learned, and recommendations proposed. Our presentation will report on the findings from interviews conducted with fourteen individuals at ten universities in Canada. We will provide the URLs to selected online information and resources.

Go Beyond a Zoom Room and the Mute Button: Developing Student-Centered Faculty in a Virtual World

PRESENTERS: **Beth Parish** - Manager Learning and Organizational Quality; **Micah Pappas** - Manager, Learning and Organizational Quality; and **Emily Morishima** - Senior Manager, Learning and Organizational Quality, all of Western Governors University

It takes more than a Zoom room and Dropbox to ensure faculty are successful online. The Learning and Organizational Quality team at Western Governors University will share how we use competency-based training to develop student-centered faculty who deliver personalized learning to help students excel in the online learning environment. With over 120,000 students and 2,500 faculty members, nonprofit WGU serves the needs of students from historically underserved populations. With an overall student satisfaction rating of 92 percent (internal survey) and 77 percent of student respondents saying WGU was worth the cost (compared with 38 percent nationally in a Gallup survey), WGU students are both pleased with their education and excelling post-graduation. Join us for an interactive discussion on preparing faculty, creating engaging online student experiences, and using metrics to develop faculty.

“Keeping the Band Together” during Online Learning

PRESENTERS: **L Noelle Brigham** - Professor of Practice; **Daniela Castillo-Perez** - College of Engineering; **Dana Cook** - Instructor Professor of Practice; **Margaret McNamara** - Assistant Professor; **Richard Povinelli** - Associate Professor; and **Jeffrey Starke** - Assistant Professor of Practice, all of Marquette University

This research describes the positive impacts of providing equitable access and prioritizing the use of peer-to-peer collaborative activities during the rapid transition to online learning. Through the interactive environment, students experience a knowledge-change process and achieve a deeper understanding of the course material. The

collaborative activities were administered through Microsoft Teams for synchronous lectures, group projects, class activities, and office hours. The typical approach was to conduct a synchronous lecture that had embedded group breakout sections with the instructor visiting each group’s meeting to provide real-time feedback. The results from a voluntary survey administered to students enrolled in five different courses will be presented. The survey results will highlight the positive student experience from this approach as well as identify some opportunities for improvement. Examples of peer-to-peer activities will be presented.

Putting AAEEBL’s Digital Ethics Principles into Practice

PRESENTERS: **Megan Haskins** - Senior Program Administrator, University Writing, Auburn University; **Sarah Zurhellen** - Assistant Director, Writing Across the Curriculum, Appalachian State University; **Morgan Gresham** - Associate Professor of English, University of South Florida St. Petersburg; **Heather Stuart** - Senior Program Administrator, Auburn University

This session will offer a workshop will to engage participants in the process of implementing AAEEBL’s Digital Ethics Principles in ePortfolios in their individual contexts. Beginning with a short introduction to the principles, the possible pathways for exploration, and several examples of practical implementation, we will divide participants into groups based on the principle they want to focus on during the workshop. Then, we will lead the groups through a series of exercises to consider how their selected principle applies to their unique institutional and professional context. Finally, we will bring all participants back together for a full discussion of the discoveries they made, the consequences they envision resulting from these discoveries, and the questions that they have.

FORUM ON DIGITAL LEARNING AND EPORTFOLIOS

12:45 PM - 1:45 PM

Closing Keynote

COVID Strategies for Equity and Quality in Digital Learning

KEYNOTE SPEAKER: **José Antonio Bowen** - Principal, Bowen Innovation Group, LLC, and Senior Fellow, AAC&U
MODERATOR: **C. Edward Watson**, CIO and Associate Vice President for Quality, Pedagogy, and LEAP Initiatives, Association of American Colleges and Universities

For all its trauma, COVID-19 has turned faculty attention to both the potential and difficulty of digital learning. This crisis may also be an opportunity to get the campus to rethink assumptions, leverage new behaviors, and cement a new culture of innovation and support to create better and more equitable teaching. Even those who had negative experiences with emergency remote teaching also experimented with new software, pedagogy, resources, and techniques. Centers for teaching and learning have never been so essential. Now that the importance of course design has finally been more widely recognized, how can we harness what was gained?

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